

## 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.

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## School overview – updated October 2024

Detail	Data
School name	Normanton-on-Soar Primary School
Number of pupils in school	63 + 6 PT F1
Proportion (%) of pupil premium eligible pupils	3/63 Sep 2023 4.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	OCT 2024
Date on which it will be reviewed	Sep 2025
Statement authorised by	Chair of Govs
Pupil premium lead	Headteacher S Philpott
Pupil Premium Governor	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 5,920
Recovery premium funding allocation this academic year	1,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£6,920</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is to develop and nurture the academic and emotional intelligence of all children, from all backgrounds, by providing them with the knowledge, skills and understanding to reach their full potential and become lifelong learners. 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.

At Normanton we endeavour to impart knowledge and skills that allow all of our pupils to get ahead in education and life. We encourage all of our children to question and be inquisitive, to be kind and understand the diversity of the society we live in. In essence we want our pupils to be able to find their place in the world and enter it with confidence and kindness.

The school prides itself on our values – we encourage each child in our care to:

- *Forgive others*
- *Work as a team*
- *Show resilience*
- *Be helpful and kind*
- *Be curious*
- *Be creative*

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve good progress.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

- *Our current pupil premium strategy plan works towards achieving those objectives by our whole school approach to STAR learning behaviour which is followed by all staff.*
- *Interventions are in place to support children with handwriting when needed.*
- *Our whole school drive to develop strong reading skills underpins our curriculum and ethos. To this end children are supported to develop early reading skills and the fluency required to read for pleasure.*
- *The key principles of our strategy plan are to develop emotional resilience in all of our children.*
- *All of the children in our school, regardless of their starting points, will be able to communicate clearly and well with others.*
- *All children will be able to read well which will enable them to attain well in all areas of the curriculum.*
- *All children will write with ease and fluency about a broad range of subjects across all areas of the curriculum.*
- *We provide effective communication and support for parents. Engaging parents in the educational journey of their children can have a positive impact on student outcomes. By implementing strategies such as regular parent-teacher conferences, newsletters, and workshops, the school can foster a strong partnership with parents and ensure they are well-informed about their child's progress and how they can support their learning at home.*
- *We believe that by incorporating these elements, the school can further enhance its support systems and create an inclusive and engaging learning environment for all pupils.*

## Challenges

Due to small cohort sizes and an increased risk of identifying individual pupils some information has been withheld in accordance with confidentiality and data protection considerations. It is not possible to identify individual barriers due to the small numbers of pupils receiving Pupil Premium at our school. Details of the main barriers / challenges to educational achievement that disadvantaged children / young people may face at Normanton-on-Soar Primary School include- Reading / Writing / Maths difficulties, Low self-efficacy, Emotional problems / anxiety, Behaviour for learning and experiences of the complexities surrounding family life.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils.
2	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.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to poor mental health within the family which affects attendance, behaviour and resilience within the classroom
4	Our attendance data indicates lower attendance among disadvantaged pupils.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with HANDWRITING and spelling than their peers. This negatively impacts their development as fluent writers.

## 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 oral language skills and vocabulary among disadvantaged pupils. <i>Children will be able to communicate well and</i>	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p><i>can engage in sustained shared thinking and demonstrate good language interaction skills.</i></p> <p><i>To improve pupils' spoken English so that all children can communicate well with others and develop a broad vocabulary including higher tier words.</i></p>	<p>Children will be able to discuss their learning with peers and adults and will use taught vocabulary in context.</p> <p>Children will be able to use taught vocabulary when communicating about the curriculum. Children will be able to speak English in clear, well-constructed sentences.</p>
<p>Improved reading attainment among disadvantaged pupils.</p> <p><i>Children will be able to talk about books using learnt vocabulary.</i></p>	<p>KS2 reading outcomes in show that more disadvantaged pupils met the expected standard.</p> <p>Children will read at an age appropriate level using phonics where relevant.</p> <p>Strong teaching of reading will have taken place, daily, in all classes leading to confident and capable readers across school.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing 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 reduction in poor behaviour in class</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils to be improved from previous year.</li> <li>• the percentage of all pupils who are persistently absent being lowered.</li> </ul>
<p><i>To improve handwriting ease and fluency so that children can write quickly and easily transfer thought onto paper</i></p>	<p>Good handwriting can lead to better attainment and a high-quality handwriting whole-school approach will be in place to enable all children to attain well by the end of KS2.</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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub CPD and NPQ training and training with a local trust on developing good pedagogical strategies.</p> <p>Purchase of high quality curriculum materials</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.</p> <p>Improved teacher feedback.</p> <p>Cognitive science approaches</p> <p>Evidence Based Education's Great Teaching Toolkit summarises high quality evidence on improving teacher effectiveness.</p>	all
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3
<p>Continued purchase of resources of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. (RWI)</p> <p>Developing quality TA support for reading and phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>Become a partner school with the English Hub</p> <p>Update phonics training for all staff</p>	<p>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.</p> <p>Our Making the Best Use of Teaching Assistants guidance report presents six recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HANDWRITING</p> <p>Intervention activities to support handwriting in small groups</p> <p>Purchase of handwriting scheme – letter-join to support learning in the classroom</p>	<p>Research suggests that writing becoming more automatic enables working memory to be used on other learning. This enables children to make better rates of progress in all areas of learning</p> <p><a href="https://www.researchgate.net/publication/338673100_THE_IMPORTANCE_OF_HANDWRITING_IN_EDUCATION">https://www.researchgate.net/publication/338673100_THE_IMPORTANCE_OF_HANDWRITING_IN_EDUCATION</a></p>	5
<p><i>Use of Wellcome programme to assess and plan strategies</i></p> <p><i>Release time to develop vocabulary structured sessions that will be incorporated into daily teaching time</i></p> <p><i>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</i></p>	<p>Speech and language skills are very low on entry to EYFS. This slows progress in many areas of learning into KS1 and beyond.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><i>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</i></p> <p><i>Oral language interventions   EEF (educationendowmentfoundation.org.uk)</i></p>	1
EAL support	<a href="https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/">https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/</a>	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Explore possible collaboration with	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:	2



our local English hub.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
MELSA training for TA		3
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

**Total budgeted cost: £ 7000**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. (we had 0 pupils with PP funding during this time)

Not report on individuals due to low numbers

MELSA trained TA to support emotional needs of the pupils –
– MELSA supervision and released to support pupils at school – weekly.
Parents and Pupils have welcomed this opportunity to engage with support for mental health of the pupils.
Reading volunteers in school targeted to support vulnerable children. – Literacy lead developed dyslexia friendly approaches across school
Continued development of growth mindset approaches
Handwriting programme and interventions enabling children to write with more fluency
Learning partners in class support all children to be successful

### 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
RWI phonics	
White Rose Maths	
Wellcome language tool	
Letter join	

