# Pupil premium strategy statement 2021-2022

## 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

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| Detail | Data |
| School name:  | Norris Bank Primary School |
| Number of pupils in school  | 408 |
| Proportion (%) of pupil premium eligible pupils | 34 (8%) |
| Academic year/years that our current pupil premium strategy plan covers  |  |
| Date this statement was published:  | September 2021 |
| Date on which it will be reviewed:  | June 2022 |
| Statement authorised by:  | Elena Ponsen |
| Pupil premium lead:  | Natalie Evans |
| Governor / Trustee lead:  |  |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 56,385 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £ NA |

# Part A: Pupil premium strategy plan

## Statement of intent

## Challenges

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

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| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Poor language acquisition and vocabulary skills from children entering EYFS, and then throughout the KS1. |
| 2 | Gaps within children’s phonic, reading and mathematical understanding. |
| 3 | Gaps in vocabulary through-out Ks2 affecting children’s writing and reading comprehension. |
| 4 | Lack of resilience, co-operation and self-confidence. |
| 5 | Children unable to control their emotions and limited strategies to deal with them. |

## 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.

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| --- | --- |
| Intended outcome | Success criteria |
| For children to improve their language and vocabulary across Ks1 and 2. | Improvement from baseline of reading scores at ks1 and 2. |
| For all PP children to make at least good progress and reach their end of year target. | Termly assessment tracked. PP children to be making good progress in their targeted area from their baseline of EYFS or KS1 data. |
| For children to develop leadership skills through child led learning opportunities, helping to develop self-confidence, self-worth and cooperation.  | Reduction on incidents at lunch time, tracked through behaviour books.  |
| For children to leave EYFS having reached the expected outcome in language and communication.For children with targeted SALT plans  | Welcomm assessment at the beginning and end of the EYFS showing the progress made of each individual.Evaluation of SALT programmes and the reduction of children needing extra input. |

## 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

Budgeted cost: £ *13, 500*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff to be trained to administer and deliver welcomm assessments and interventions in EYFS and KS1. | Early language intervention has been proven to show a significant impact on ALL areas of a child’s development.Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families (EEF) | 1 |
| Additional Speech and language therapist to visit and train staff.Trained teaching assistant to deliver addition SALT sessions across KS1 | Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EEF) | 1 |
| LibrarianWeekly supported book clubs focusing on language through a range of high quality text.CDP and guidance for staff.Lunch time book clubs and drop in sessions to support a love of reading, helping children to discuss authors and choose appropriate books. | On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF) | 3 |
| Creative Curriculum and Maths passports to be used to develop subject specific vocabulary, and used weekly to support these areas | By focusing on vocabulary across the curriculum it ensures that a range of vocabulary is beginning targeted. The passports ensure vocabulary is revised and used as research suggests that a children needs to hear new vocabulary over 50 times to retain it. | 1 and 3 |

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

Budgeted cost: £ *32,000*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pupil premium champion (trained UPS teacher) to work with targeted children on 1:1 or group intervention programmes to target gaps in learning. | Using a qualified teacher who already knows the children will ensure approaches to the basic skills can be easily adapted to the individual.The teacher has worked at the school for over 15 years and has a secure understanding of teaching and learning strategies which compliment that being used in the classroom.Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. | 2 |
| Improved phonics scores across Key Stage 1. For targeted children to increase their baseline phonic assessments by 50% through booster phonics lessons | The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs can be effective. | 2 |
| For 3 teachers to work with the Year 6 team, be able to deliver targeted interventions to small groups. | The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs can be effective. | 2 |
| Nessy intervention to be purchased and run before school three times a week. | **‘Research has consistently demonstrated that a successful literacy program is most effective when it includes explicit instruction designed to improve a student’s ability to accurately read and spell individual words and their ability to comprehend and utilise a variety of language-based processes.’*****– Dyslexia SPELD Foundation (DSF)*** | 2 |
| Addition Education Phycologist used to assess and write reports for targeted children | Early intervention is proven to be the most effective way of supporting children with additional needs. | 1, 2, 3, 4, 5 |

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

Budgeted cost: £ *8,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Lego Therapy**: Selected children in Year 2-4 to participate in weekly Lego therapy sessions. | Evidence from EFF shows that for children to reach their potential their social and emotional well-being needs to be established. | 4 and 5 |
| **Gardening Therapy:** Children to experience activities within the garden, along with traditional gardening skills. | Evidence from EFF shows that for children to reach their potential their social and emotional well-being needs to be established. | 4 and 5 |

**Total budgeted cost: £53,500**