# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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  | 414 |
| Proportion (%) of pupil premium eligible pupils | 37 (8.9%) |
| Academic year/years that our current pupil premium strategy plan covers  | 5 |
| Date this statement was published:  | September 2022 |
| Date on which it will be reviewed:  | June 2023 |
| 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 | £ 68 250 |
| 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 leading to anxiety. |

## 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. |
| To become a communication friendly school via ELKLAN, helping to reduce the number of children needed Speech and Language support.For children to leave EYFS having reached the expected outcome in language and communication. | Tracking the number of children entering EYFS with communication difficulties.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. |
| To reduce the number of children needing additional social and emotional support.For children to be better equipped with strategies to deal with challenging situations when they arise. | To track the number of children needing ELSA interventions. |

## 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: £8,400

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To embed ELKLAN strategies across EYFS, via whole school training.Three teachers and a TA to complete ELKLAN trainingTo become a communication friendly school setting through developing a consistent approach across all KS1 and EYFS classrooms. | 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 |
| Librarian providing weekly book clubs with staff, focusing on improving 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.Ensure there is a high quality text available to all children to inspire and develop a love of reading. | 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 |
| To implement ELSA strategies to help support a wider range of children.Individual ELSA interventions for targeted children. | The pandemic has had a significant impact on the emotional wellbeing of a large amount of children. Whole school strategies to support this  | 4 & 5 |

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

Budgeted cost: £ *51, 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 |
| To access further expertise to meet the demands of the children beyond what the LA offer.Addition Education Phycologist  to assess and write reports for targeted children. | The pandemic has resulted in an increase in the number of children needed additional assessments. Therefore there has been greater pressure and increase in waiting times  | 1, 2, 3, 4, 5 |

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

Budgeted cost: £ *8,427*

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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: £67,827**

# 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 2021 to 2022 academic year.

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| **For children to improve their language and vocabulary across Ks1 and 2.****Progress measure**The number of children from EYFS data and year 2 SAT’s data making a good level of progress in reading84.5% of children in Reception reached the expected level in language and communication81% of year 2 children reached at least the expected standard in readingThe number of children in year 6 SAT’s, data making a good level of progress in reading77% of year 6 children reached at least the expected standard in reading, with APS (average point score) of 108.5. Value added = +0.18 |
| **For all PP children to make at least good progress and reach their end of year target.**All PP children in Reception met the Early Learning Goals (ELG)**Year 1 Phonics**: All PP children within year 1 passed the phonics screening test in 2022 and participated in additional phonics support throughout the academic year.**Year 2 Phonics resit:** 75% (3/4) children passed the phonics resit. Two of these children were PP and had additional phonics interventions**Year 2 SAT’s** The percentage of PP children meeting or above. Reading = 40% Writing = 20% Maths= 80%The majority of PP children in years 1, 3, 4 and 5 made good or exceeding progress in Reading and Maths from their starting points. Those that did not are also on the SEND register and throughout the year reached the targets set of their IEP’s. Additional targeted inventions ensured that individual gaps were identified, and then an intervention written to address PP children’s needs. These mainly focused on reading comprehension, spellings, basic number skills, times tables and vocabulary development. **Year 4 Multiplication Test**86% (6/7) PP children reached 23+/25 in their phonics assessments. 5/7 children received additional times tables interventions with the pupil premium teacher.**Year 6 SAT’s** 1/3 of the PP children were unable to access the tests. These children were assessed against the pre key stage statements, alongside their IEP targets and EHCP targets.Year 6 PP data from those children who could access the tests:Reading: 50% reached the expected standard in readingWriting: 50% reached the expected standard in readingMaths: 25% reached the expected standard in reading50% of all pp children received targeted small group teaching, 4 mornings a week with a UPS experienced teacher in English and Maths. This helped to ensure that all of the targeted PP children made very good progress from their year 6 starting point. |
| **For children to develop social and emotional skills through targeted learning opportunities, helping to develop self-confidence, self-worth and cooperation.** During the year 21-22, a member of staff was trained as an ELSA support worker and began to work with 10 targeted children. These children received a 6-8 week intervention focusing on their personal needs. These were positively received, by both teachers and the impact it had had in the classroom and by parents.18 children from years 2-4 took part in lego therapy. From data collected 15/18 children made at least 5 points progress in their social development.16 children participated last year in 2 Time to Unwind Clubs. These clubs take place during lunch time for targeted children with a focus on self-confidence and wellbeing.  |
| **For children to leave EYFS having reached the expected outcome in language and communication.**Last year 15 children were assessed within Reception using the Welcomm (early intervention) assessment tool. 4/15 children were quickly identified as needing additional speech and language support and were referred onto the external agency. 7/15 children were assessed, undertook the targeted intervention and made good progress, 3 of these children were PP. 5/15 children were assessed but didn’t need extra support. The programme has ensured that children are assessed as soon as they enter Reception, allowing areas to be identified and targeted support put in place quickly. As a result 12/15 children assessed do not need additional SALT support moving into Year 1 and all met the end of reception expectations.For children with targeted SALT plans to recieve targeted interventions |