

Pupil premium strategy statement 2024-2025

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.

School overview

Detail	Data
School name:	Norris Bank Primary School
Number of pupils in school	£55,690
Proportion (%) of pupil premium eligible pupils	31 (8%)
Academic year/years that our current pupil premium strategy plan covers	3 of a 5 year plan
Date this statement was published:	September 2024
Date on which it will be reviewed:	July 2025
Statement authorised by:	Elena Ponsen
Pupil premium lead:	Natalie Evans
Governor / Trustee lead:	Chris Barnet

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,690
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.

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. Children unable to control their emotions and limited strategies to deal with them leading to anxiety.
5	A large number of children on SEND support to be reduced through adaptive and quality first teaching.

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
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.
To reduce the number of children on school SEND support through quality first teaching, using adaptive and cognitive load strategies linked to cognitive science.	To reduce the number of children on SEND support and track the number of children on the register. Reduce the number of IEP's written for SEND support children.

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: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train staff on using adaptive teaching strategies based on cognitive science such as retrieval practice, modelling and managing cognitive load.	Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles. (EEF)	5
To embed ELKLAN strategies across EYFS, via whole school training.	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
An additional trained SALT teaching assistant to target and support in EYFS every afternoon. Additional Speech and language therapist to visit weekly. 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
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 are being developed and used.	4

<p>The development of a wellbeing room for children to use.</p> <p>1:1 weekly check in's from the pastoral lead for targeted children.</p>		
--	--	--

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

Budgeted cost: £ 46, 000

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.	<p>Using a qualified teacher who already knows the children will ensure approaches to the basic skills can be easily adapted to the individual.</p> <p>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.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p>	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.	<p>'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.'</p> <p>– Dyslexia SPELD Foundation (DSF)</p>	2

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

Budgeted cost: £ 5,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Lego Therapy:</u> 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
<u>Gardening Therapy:</u> 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

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 to 2024 academic year.

35 children are linked to the data. As of July 2024, this has increased to 3

27 children are in FSM

11 Children are on the SEND register

10 Children are EAL

2 children have EHCPs

1 CLA (Child who is looked after)

10 children are adopted from care, on special guardianship orders or don't live with birth parents.

In addition 4 children have recently joined the pupil premium register.(July 2024)

For children to improve their language and vocabulary across KS1 and 2.

Additional targeted speech and language and Speechlink sessions continued in KS1 and KS2. A number of children have successfully completed their SaLT programmes and been discharged from the service.

Progress measure

The number of children from EYFS data and year 2 SAT's data making a good level of progress in reading

93% (51/55) of children in Reception reached the expected level in language and communication with 86% (45/55) reaching GLD

95% of children in Year 1 reached the expected levels in phonics

91% of year 2 children reached at least the expected standard in reading

For all PP children to make at least good progress and reach their end of year target.

Headline data

50% (2/4) of PP children in Reception met the Early Learning Goals (ELG)

Year 1 Phonics: 100% of the PP children within year 1 passed the phonics screening test in 2024 and participated in additional phonics support throughout the academic year.

Year 2 Phonics resit: One PP child resat their phonics this year and passed.

Year 2 SAT's: Reading 100% Writing: 80% Maths: 100%

Year 4 Multiplication Test

4/7 children achieved over 20/25 marks with 2 children achieving full marks. Out of the other 3 children 2 have a SEND need and 1 children has been out of formal schooling for 6 months.

Year 6 SAT's

Writing: (7/8) 86% reached the expected standard in writing

Reading (6/8) 75% reached the expected standard in reading

Maths: (7/8) 86% reached the expected standard in maths

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.

ELSA

The need for children to access ELSA support has continued to grow with 17 children accessing sessions in 23-24. A more robust system has been designed and is in place for referring children to the intervention. All staff have been given information regarding which children ELSA is targeting and how to support these children in the classroom. Following the sessions, meetings with the class teacher and parent tries to ensure that strategies continue following the intervention both in the classroom setting and at home.

Time to Unwind Clubs

Time to Unwind Clubs have been further developed by the pupil premium champion. These clubs take place during lunch time for targeted children with a focus on self-confidence and wellbeing. Children continue to access the lunchtime sessions on Wednesday, Thursday and Friday. Children use this as a time to be with their friends, but an increasing number of children use this time to come and ask for advice and support.

Gardening Club

Gardening Club has flourished this year. It has continued throughout the year with groups of children from years 3-6 participating in weekly sessions with the school gardener. This highlights the importance the outdoors can have on your wellbeing.

To reduce the number of children on school SEND support through quality first teaching, using adaptive strategies linked to cognitive science.

There has been a huge reduction in the number of children on the SEND register. In 2022-23 we had 105 children on the SEND register, including those being monitored for SEND support and 10 children with an EHCP. This year we have 65 children on the SEND register, including 14 with an EHCP.

From working with staff on the 4 areas of need in SEND, the Universal Offer and the Entitlement Framework, there has been a huge reduction in the number of children being referred for services or assessments, particularly for OT, SALT and ADHD. Outside agencies have also delivered training to staff on Autism, ADHD, dyslexia and SALT and have supported staff with strategies and tools to put in place within the daily classroom life as part of Quality First Teaching.

The use of the Pre-Key Stage Standards has also supported staff in making SMART targets and tracking children's progress. The Standards have also been used on end of year reports to show where children are working, rather than stating that they are BELOW

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.

93% (51/55) of children in Reception reached the expected standard in language and communication this year. Lydia Howard has been our 'buy-in' SALT this year and has worked fortnightly in school, supporting staff and parents, reviewing and assessing SALT programmes for children throughout school. Shannon Leonard has assessed, planned and delivered programmes to 14 children, focusing on speech sounds. 5 children have now been discharged from the service.

Attainment Charts 2023/24

Norris Bank 020724



