

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	£53,655
Proportion (%) of pupil premium eligible pupils	34/409 (8%)
Academic year/years that our current pupil premium strategy plan covers	4 of a 5 year plan
Date this statement was published:	November 2025
Date on which it will be reviewed:	October 2026
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	£53,655
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 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 scaffolding to develop independence 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 disadvantaged children to improve their language and vocabulary across Ks1 and 2, using tier 2 and 3 vocabulary Disadvantaged children to meet the expected in their Year 1 phonics screening test.	This desired outcome will be measured using <ul style="list-style-type: none">• Targeted monitoring of pupil outcomes in Reading and Phonics• Staff voice on their understanding and development area for teaching Early Reading and Phonics• Making at least EXS progress in Reading
Attainment of disadvantaged pupils will be equivalent, or greater than that of their peers with similar starting points <ul style="list-style-type: none">• Disadvantaged pupils will be making at least expected progress from their respective starting points.• Disadvantaged pupils will be performing to the best of their ability by the end of each key stage in Reading, Writing and Maths.• Disadvantaged pupils perform in line with non-disadvantaged pupils in EYFS, Phonics and in End of Key Stage Assessments	Termly assessment tracked. PP children to be making good progress in their targeted area from their baseline of EYFS or KS1 data. Professional Learning scheduled to prioritise aspects of SDP including staff training in relevant aspects of T&L (Inclusion Conference) <ul style="list-style-type: none">• Summative assessments to be administered once a term Pupil progress to be analysed and discussed through Pupil Progress Review Meetings termly• Subject Leaders will monitor pupil outcomes (through pupil book look moderations) This desired outcome will be measured using: <ul style="list-style-type: none">• In-year assessment data using Bromcom

	<ul style="list-style-type: none"> • Summative tests (E.g. NFER/White Rose Maths) administered in Autumn, Spring and Summer • End of year data drop • ELG/PSC/MTC/End of Key Stage assessment outcomes in relevant year groups
<p>To become a communication friendly school via ELKLAN, helping to reduce the number of children needed Speech and Language support.</p> <p>For children to leave EYFS having reached the expected outcome in language and communication.</p>	<p>Tracking the number of children entering EYFS with communication difficulties.</p> <p>Welcomm assessment at the beginning and end of the EYFS showing the progress made of each individual.</p> <p>Evaluation of SALT programmes and the reduction of children needing extra input.</p>
<p>Targeted support, based on Social Emotion and Mental Health needs, provides personal, social and emotional guidance for disadvantaged pupils to enable them to feel confident within themselves allowing them to focus and progress academically</p> <ul style="list-style-type: none"> • Disadvantaged pupils' personal, social and emotional needs are met through pastoral support – this is carefully planned with the bigger picture in mind and in sensitive consideration to the individuals' current circumstance • Targeted support to ensure potential family economic or social • Teachers review pastoral needs and progress within core subjects with SLT each term (PPR meetings) • Pupils are seen to be confidently participating in academic and social situations within and across all aspects of school life • • The pastoral needs of disadvantaged pupils are targeted to ensure development of 'whole child' and are happy at school • Disadvantaged pupils feel confident, and are supported in all aspects of school life in a way that is no different to non-disadvantaged peer 	<p>To track the number of children needing ELSA interventions.</p> <p>To reduce the number of disadvantage children needing additional social and emotional support.</p> <p>For children to be better equipped with strategies to deal with challenging situations when they arise.</p> <p>Teachers review pastoral needs and progress each term in PPR meetings.</p> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • In-year monitoring documents (e.g. Bromcom, Pupil Progress Review Meetings, Pupil Profiles – including pupil voice • <p>Entry and exit information for any adult led intervention using quantitative and qualitative data (including pupil voice)</p> <ul style="list-style-type: none"> • Adult observations and knowledge of the children, alongside parent/carers views
<p>To reduce the number of children on school SEND support through quality first teaching, using adaptive and cognitive load strategies linked to cognitive science.</p>	<p>To reduce the number of children on SEND support and track the number of children on the register.</p> <p>Reduce the number of IEP's written for SEND support children.</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

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional Learning allowing for studying of theories with direct links to implications for the classroom.</p> <p>To train staff on using adaptive teaching strategies based on cognitive science such as retrieval practice, modelling and managing cognitive load.</p>	<p>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)</p>	1 & 5
<p>To embed ELKLAN strategies across EYFS, via whole school training.</p> <p>Professional Learning - Developing Oracy across the curriculum by developing our staff as experts of talk and intensive interactions. (EEF Oracy project.)</p>	<p>Early language intervention has been proven to show a significant impact on ALL areas of a child's development.</p> <p>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)</p>	1
<p>An additional trained SALT teaching assistant to target and support in EYFS every afternoon.</p> <p>Additional Speech and language therapist to visit weekly.</p> <p>Trained teaching assistant to deliver addition SALT sessions across KS1.</p>	<p>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)</p>	1
<p>To deploy teaching assistants in ways that enable all pupils to access high-quality teaching.</p> <p>To develop teaching assistants CPD to scaffold learning and to develop pupils' independence.</p> <p>Support pupil progress by considering individual needs - Class teacher led interventions.</p>	<p>Research on effective teaching assistant deployment, high-quality teaching, and inclusive learning environments, offering school and college leaders insights into overcoming barriers and making leadership decisions that unlock the full potential of this workforce. (EEF report Deployment of teaching assistants 2025)</p>	5
<p>Support, based on Social Emotion and Mental Health needs</p> <ul style="list-style-type: none"> • Training a new ELSA specialist • Individual ELSA interventions for targeted children. • The development of a wellbeing room for the children to use. • 1:1 weekly check in's from the pastoral lead for targeted children. • Resources such as weighed blankets/fidgets toys/ear defenders readily available in each classroom 	<p>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.</p>	4

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
<p>HLTA to work with targeted children on 1:1 or group intervention programmes to target gaps in learning.</p> <p>Interventions focusing on:</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary – Subject Leads to identify tier 2 and tier 3 words relevant for subjects. Weekly sessions with targeted children developing this vocabulary. • Precision teaching of HFW spellings. • A wide variety of high-quality texts will be accessible in the school library, with children having small group sessions to guide and discuss their choices of books. 	<p>Using a HLTA who already knows the children will ensure approaches to the basic skills can be easily adapted to the individual.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit). This research states that 'effects on pupils from disadvantaged backgrounds also tend to be particularly positive'.</p> <p>Vocabulary knowledge is a predictor of achievement and is often related to socio-economic status (CTRG, 20)</p>	1,2 & 3
<p>Improved phonics scores across Key Stage 1.</p> <ul style="list-style-type: none"> • For targeted children to increase their baseline phonic assessments by 50% through booster phonics lessons • Daily "Keep up" sessions with targeted children. • 1:1 Daily reading will take place for those who have been identified. • Rigorous assessment tracking using Little Wandle systems to identify gaps in phonics knowledge. 	<p>The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs can be effective.</p>	2
<p>Upper Key Stage 2 targeted intervention</p> <ul style="list-style-type: none"> • Three teachers to work with the Year 6 team, be able to deliver targeted interventions to small groups. • English and Maths lessons 4 times a week in a group less than 12 • UPS skilled teacher to teach targeted children. • 	<p>The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs can be effective.</p>	2
<p>Dyslexia support</p> <ul style="list-style-type: none"> • Nessy intervention to be purchased and run before school three times a week. • Reader pens purchased to support targeted children • Coloured books used effectively • Dyslexia friendly classrooms • Dyslexia friend books available in KS2 library 	<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>– <i>Dyslexia SPELD Foundation (DSF)</i></p>	2

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

Budgeted cost: £ 4,500

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

Review 2024-2025

Impact

For children to improve their language and vocabulary across Ks1 and 2. 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.

Progress measure for additional SALT support

- Currently (June 25) 13 children participate in a SALT intervention across the school, down from 31 children in September 24
- In EYFS there were 12/60 children (20% of cohort) receiving support in September 2025. In April 25, 6 children were discharged following weekly Speech link sessions and ELKAN strategies used in the classroom.
- In KS1 there were 11 children in September 24 receiving support but 9 have now been discharged, therefore only 2 children in KS1 receive SALT support.
- In KS2 there were 8 children in September receiving support, 4 have been discharged and 2 have an EHCP who will have ongoing advice and support.
- 29 families have engaged with additional SALT support this year. This has included parents coming into meet with therapists/teachers discuss programs or to watch a session being delivered in order to repeat it at home.
- A Teddy Talk intervention has successfully been used within EYFS to support language with our EAL learners and all parents attended a session with Emilie Best in the spring term.

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

88% (53/60) of children in Reception reached the expected level in language and communication with 78% (47/60) reaching GLD

52/56 =93% of children in Year 1 reached the expected levels in phonics

80% of year 2 children reached at least the expected standard in reading with 33% reaching exceeding

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

Headline data

Year 1 Phonics: 2/4 passed the phonics screen. All 4 children participated in additional phonics support throughout the academic year.

Year 2 Phonics resit: No PP children.

Year 2 SAT's: Reading 4/7 = 57%% Writing: 4/7 = 57% Maths: 5/7 = 71% Two children who did not meet expectation have an EHCP and one child is SEND.

Year 4 Multiplication Test

3/3 children achieved over 23/25 marks with 1 child achieving full marks.

Year 6 SAT's

Writing: (2/5) 47% reached the expected standard in writing. 3/5 children are on the SEND register with one children having an EHCP.

NESSY TARGETTED SUPPORT

39 children participate in the Nessy programme 3 times a week before school.

7 children are PP and 10 are SEND

Increase in Reading age

Number of children who have increased their Nessy reading age by

3 years or more - 11

Number of children who have increased their Nessy reading age by

2 - 3 years - 6

Number of children who have increased their Nessy reading age by

1 - 2 years - 9

Increase in spelling age

Number of children who have increased their Nessy spelling age by
3 year or more - 3

Number of children who have increased their Nessy spelling age by
2 - 3 years - 2

Number of children who have increased their Nessy spelling age by
1 - 2 years - 17

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 25 children accessing sessions in 24-25. Unfortunately, in May the school's ELSA practitioner left the school, therefore ELSA has been unable to continue since then.

With support from the PTA, a well being room has been developed to provide a secure and calming space for children to access.

Gardening Club

Gardening Club has flourished again this year. It has continued throughout the year with groups of children from years 3-6 participating in weekly sessions with the school gardener. Gardening Club has supported well-being by providing a calming, hands-on activity that helps reduce stress and anxiety. It has also fostered a sense of responsibility, connection to nature, and pride in nurturing living things.

Lego Therapy

This year, 21 children from Year 1 to Year 5 participated in LEGO therapy sessions. All of them showed an improvement of at least 5 points on the Social and Emotional Assessment Scale. The group included a diverse range of pupils, including PP and SEND children.

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

Adaptive teaching strategies have been developed with staff over the year including the introduction of a new handwriting and spelling programme. Both of these supports the importance of automaticity and have begun to be embedded into school practice. Adaptive technologies have been trailed including the use of reader pens with 4 children across the school, to the support children who find reading challenging.

