

Pupil premium strategy statement 2026-2027

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	£62, 640
Proportion (%) of pupil premium eligible pupils	30/407 (7%)
Academic year/years that our current pupil premium strategy plan covers	5 of a 5 year plan
Date this statement was published:	November 2026
Date on which it will be reviewed:	October 2027
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	£62, 640
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	Weak language acquisition and vocabulary development on entry to school contribute to ongoing disparities in literacy, communication and curriculum access throughout KS1.
2	Some pupils have not secured the basic phonics, reading and mathematical knowledge required to achieve age-related expectations.
3	Gaps in vocabulary and oracy limit some pupils' ability to access learning, answer questions effectively and engage in classroom discussion.
4	A number of pupils require further support to develop emotional regulation, resilience and positive strategies for managing challenges and setbacks.
55	Some pupils are overly reliant on adult support, limiting their independence and ability to apply learning strategies effectively.

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 Disadvantage children to meet the expected in their Year one phonics screening test.	This desired outcome will be measured using • 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 • 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) • 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: • In-year assessment data using Bromcom

	• 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
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. To close vocabulary and communication gaps by developing pupils' speaking, listening and questioning skills across the curriculum.	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. Language linked to be used to assess and support the development of language in years 1-6
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 • 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	To track the number of children needing ELSA interventions. To reduce the number of disadvantage children needing additional social and emotional support. For children to be better equipped with strategies to deal with challenging situations when they arise. Teachers review pastoral needs and progress each term in PPR meetings. This desired outcome will be measured using: • In-year monitoring documents (e.g. Bromcom, Pupil Progress Review Meetings, Pupil Profiles – including pupil voice • Entry and exit information for any adult led intervention using quantitative and qualitative data (including pupil voice) • Adult observations and knowledge of the children, alongside parent/carer views
To reduce the number of children needing additional support and interventions through quality first teaching, using adaptive and cognitive load strategies linked to cognitive science.	Learning walks and case studies show cognitive load strategies embedded in all classrooms. Pupil voice and classroom observations demonstrate improved independence and reduced reliance on adult support. Records of 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: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Learning allowing for studying of theories with direct links to implications for the classroom. 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)	1 & 5
Professional Learning - Developing Oracy across the curriculum by developing our staff as experts of talk and intensive interactions. (EEF Oracy project.) Embedding high-quality oracy through consistent use of DEAL strategies, effective questioning and strong staff modelling across the curriculum.	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. Language link to be used as an assessment and intervention tool. STEM sentences used to structure the development of talk in the classroom	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
To deploy teaching assistants in ways that enable all pupils to access high-quality teaching. To develop teaching assistants CPD to scaffold learning and to develop pupils' independence. Support pupil progress by considering individual needs and embedding precision teaching into the classroom.	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)	5
Support, based on Social Emotion and Mental Health needs • 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	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
Termly case studies are completed for identified pupils, providing evidence of the effectiveness of classroom provision and informing next steps to further develop independence and reduce the need for additional intervention.	Case studies will be used to monitor the impact of teaching strategies on targeted pupils, providing detailed evidence of progress, barriers and next steps. This aligns with EEF implementation guidance, which emphasises the importance of	1,2,3,4,5

	ongoing monitoring, reflection and adaptation to ensure approaches are having the desired impact on pupil outcomes	
--	--	--

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

Budgeted cost: £ 51, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Learning support assistant to work with targeted children on 1:1 or group intervention programmes to target gaps in learning. Interventions focusing on: • 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.	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'. Vocabulary knowledge is a predictor of achievement and is often related to socio-economic status (CTRG, 20)	1,2 & 3
Improved phonics scores across Key Stage 1. • 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.	The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs can be effective.	2
Upper Key Stage 2 targeted intervention • 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. •	The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs can be effective.	2
Dyslexia support	'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	2

- Nessy intervention to be purchased and run before school three times a week. - Coloured books used effectively - Dyslexia friendly classrooms - Dyslexia friend books available in KS2 library	read and spell individual words and their ability to comprehend and utilise a variety of language-based processes.' – <i>Dyslexia SPELD Foundation (DSF)</i>	
---	--	--

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Enrichment opportunities</u> Strengthen engagement with parents of disadvantaged pupils to promote participation in enrichment opportunities (trips, residential, musical opportunities, books) and ensure families are aware of, and can access, the support available.	High-quality enrichment helps to broaden horizons, build cultural capital and develop confidence and motivation. EEF	1, 3 and 4
<u>Lego Therapy:</u> Selected children in Year 2-4 to participate in weekly Lego therapy sessions.	Evidence from EEF 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 EEF shows that for children to reach their potential their social and emotional well-being needs to be established.	4 and 5

Review 2025-2026

Impact

Challenge 1

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

Speech and Language Evaluation – July 2026

- 20 children have received speech and language assessments since September 2025.
- 7 children, in year 1 and 2, will continue to receive SALT support from September 26, including 2 children with SEND needs.

Early Identification and Support

- EYFS staff identified communication and language needs early using WellComm and SpeechLink screening tools.
- Early screening helped children receive support quickly.
- Elkkan strategies are used consistently across Reception classes.
- Communication and language development is promoted throughout daily activities and continuous provision.
- Increased use of visual supports has improved communication-friendly classrooms for all children.

Parent Engagement

- 7 EYFS parents attended training on speech sounds and early language development.
- 4 KS1 and KS2 parents attended speech and language drop-in sessions.
- A further 4 parents joined sessions virtually.
- Parent feedback has been positive, with families valuing the support, advice, and communication provided.

Staff Training

- EYFS staff completed training on supporting early language and communication in the Spring term.
- Strategies from the training are now embedded in classroom practice.

Progress and Outcomes

- 10 children have been discharged from the SALT service this year.
- Discharges were due to:
- Good progress being made, or
- Needs being manageable through school-based support.

Reading

95% of children in Reception reached the expected level in speaking with 89% of children reaching GLD

92% of children in Year 1 reached the expected levels in phonics

90% of year 2 children reached at least the expected standard in reading with 50% reaching exceeding
88% of year 6 children reached the expected standard in reading with 40% reaching exceeding

Challenge 2

Attainment of disadvantaged pupils will be equivalent, or greater than that of their peers with similar starting points

Headline data

Year 1 Phonics: 3/5 children passed the phonics screen. 4 children participated in additional phonics support throughout the academic year.

Year 2 Phonics resit: 2 pupil premium children did not achieve the expected stand in the year 2 resit.

Year 4 Multiplication Test

6/8 (75%) children achieved full marks in the multiplication test. With 2/8 children achieving 20marks or over

Year 6 % pupil premium children reaching the expected standard

Reading= 57%

Writing =78%

Maths = 71%

RWM= 57%

Challenge 3

NESSY TARGETTED Literacy SUPPORT

36 children from years 3-6 have undertaken the Nessy intervention programme this year. 5 children are pupil premium and have all made over 6 months progress. This has included x3 sessions before

school a week. Children have started their Nesy journey at different stages; however, the data below shows their progress from their starting point of their first assessment.

Reading progress

Progress	No. of pupils
< 6 months	1
6 months - 1 year	7
1-2 years	8
2+ years	20

Spelling progress

Progress	No. of pupils
< 6 months	2
6 months - 1 year	4
1-2 years	15
2+ years	11

Challenge 4

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

This year, 16 children have accessed ELSA intervention support, focusing on a wide range of identified needs, including:

- Nurture and self-esteem
- Emotional awareness and regulation
- Confidence building
- Friendship skills
- Resilience
- Social skills
- Personal boundaries

Most interventions took approximately six weeks to complete, although some children required ongoing support throughout the year. Of the 16 children supported, five were eligible for Pupil Premium funding.

The impact of the interventions has been positive, with children demonstrating increased confidence, stronger emotional awareness, improved social interactions and greater success both within the classroom and during playtimes. Where appropriate, meetings with parents have been arranged to discuss progress and share strategies. Strategies have also been shared with teaching staff to ensure consistent support and reinforcement within the classroom, and with families to enable continued support at home. This collaborative approach has helped children apply and maintain the skills developed during their ELSA sessions.

Lego Therapy

LEGO Therapy and LEGO Social Sessions, which began in January, provided targeted support to help pupils develop social communication, teamwork, confidence and friendship skills. Across the two LEGO Therapy groups, progress data showed improvement for all participants, with scores increasing by between 2 and 15 points and an average gain of 8.7 points. Overall, the intervention had a positive impact on social development, confidence and communication, with most pupils showing measurable progress and improved peer relationships.

Assessment data showed positive progress for all pupils who accessed LEGO Therapy, with scores increasing by an average of 8.7 points, rising from a mean baseline score of 34.3 to a final average score of 43.0.

Challenge 5

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

The school has continued to embed adaptive teaching strategies informed by cognitive science, including retrieval practice, modelling and the management of cognitive load. These approaches have improved the consistency of teaching across the school and supported pupils in retaining and apply-

ing knowledge more effectively. Teachers have reported greater pupil engagement in lessons, improved recall of prior learning and increased confidence when tackling new concepts. The use of modelling has also provided pupils with clearer learning expectations and supported them in becoming more independent learners, especially when approaching writing tasks.

Support staff have been deployed more strategically to ensure that all pupils, including those with SEND and those requiring additional support have greater access to high-quality first classroom teaching. This has strengthened inclusion and enabled pupils to remain engaged with whole-class learning especially during the morning. A focused programme of professional development enhanced teaching assistants' understanding of scaffolding strategies and adaptive practice as a result pupils are beginning to demonstrate greater resilience when faced with challenge and became less reliant on adult support to complete tasks.

Precision Teaching training was delivered to all support staff and successfully increased staff confidence in identifying, targeting and addressing specific learning gaps. Staff have begun to use assessment information more effectively to tailor interventions and monitor progress. This led to more focused support for pupils receiving intervention, particularly in key areas such as reading, spelling and mathematics.