



## *Norton Hill Primary School*

### **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. As a new school we only had one pupil eligible for funding last year. Our current 22/23 school year has 11 children eligible for funding.

#### **School overview**

Detail	Data
<b>Norton Hill Primary School</b>	
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	9/22-7/24
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	S Waterhouse
Governor / Trustee lead	Karen Bazeley

#### **Funding overview**

Detail	Amount
Pupil premium funding allocation academic year 21/22	£17,265 Inc. LAC Nursery £2,769
Pupil premium funding allocation this academic year	Awaiting confirmation for 22/23 academic year.
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 22,034- updated in April 2023

## Part A: Pupil premium strategy plan

### Statement of intent

*All members of staff and the Governing Body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire knowledge, skills and abilities commensurate with fulfilling their potential both now and in future years.*

***Our Current Plan is focussed on supporting children with accessing the core subjects of Literacy and Numeracy. Without skills, knowledge and expertise in the core subjects there would be no barrier to accessing the full curriculum. Children's key stages of development within the Early Years and KS1 are also focus at our school. Early identification is paramount and high priority is given to children transitioning in from Nursery settings and the transition from KS1-KS2 is a consideration as we grow.***

*Our key principles are:*

- ✓ *To ensure funding is targeted on groups or individuals*
- ✓ *To have high expectations for all children, regardless of their developmental starting points.*
- ✓ *To identify and regularly discuss pupils who may be at risk of underachieving, particularly in English and Mathematics and why.*
- ✓ *To draw on evidence from our own and others experiences to allocate funding to the activities that are most likely to have significant impact on improving achievement.*
- ✓ *To ensure staff are clear about the importance of ensuring that all day to day teaching meets the needs of each and every learner. Quality First Teaching is paramount at Norton Hill Primary School.*
- ✓ *To allocate our best teachers to teach any intervention/groups to improve Literacy and Maths.*
- ✓ *To allocate a 'catch up' HLTA to lead targeted support to those children identified by teachers.*
- ✓ *To regularly review interventions and make adjustments accordingly to suit our learners.*

- ✓ *To ensure all support staff are trained with the necessary skills to help our children to achieve.*
- ✓ *Ensure the school Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it makes to the progress and outcomes of the children.*
- ✓ *To provide well targeted support to improve attendance, behaviour or links with families where these could be barriers to a child's learning.*
- ✓ *To include our Governing Body in the decision making and evaluation process.*
- ✓ *Carefully monitor and evaluate to demonstrate the impact of each aspect of our spending on the outcomes for our pupils.*
- ✓ *To ensure that all of our children know what they need to do to improve by ensuring all have targets and that these are shared with parents and carers.*
- ✓ *To ensure our children have access to a range of clubs, including wrap around care and breakfast club.*
- ✓ *To ensure our families feel supported and have financial support for educational trips, residential and in house visitors to enhance their learning experiences.*

#### *Catch Up Premium:*

- ✓ *The main issues identified at Norton Hill Primary School are: Due to the age and stage of the children in our care, most children did not attend Nursery Provision during the first lockdown and only a few attended Nursery Provision during the second Lockdown. This has added to the concerns around social communication and interaction and communication and listening. Children have missed out on some of the basic skills of sharing, turn taking, taking risks and listening to conversations to hear new vocabulary. The catch up premium will be allocated towards a SALT therapy group to support interaction and communication skills.*

## **Challenges**

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

Challenge number	Detail of challenge
1	<i>As a new school our very youngest learners are out most disadvantaged-early identification techniques to identify support needed.</i>
2	<i>EYFS Baseline scores raise concerns with communication and language and both underpin all areas to be a successful learner.</i>
3	<i>Little to no phonic or number awareness on entry to school which can impact negatively on self- esteem and development into Year One and beyond.</i>
4	<i>Many of our vulnerable children have vocabulary gaps identified by staff- they have not had the same rich experiences to their peers or attended Nursery due to Covid-Cultural Capital Gap</i>
5	<i>7/11 children identified, also have additional needs-dual vulnerability percentages are 64%</i>

## 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
5-All staff will have regular dual vulnerability meetings to discuss targeted support for individual and groups- this will be supported by PP Lead	<ul style="list-style-type: none"> <li>✓ All children will have targets linked to support plans or EHCPs alongside Literacy and maths- 3 targets each</li> <li>✓ Early identification will be in place- targeted time by SEN Lead in our EYFS settings.</li> <li>✓ SEN Register updated to reflect dual vulnerability at NHP and regular support allocated.</li> </ul>
4-All Pupil Premium children will be invited to partake in a range of enrichment and provision at school and beyond and will be prioritised for clubs.	<ul style="list-style-type: none"> <li>✓ Children will be invited to all clubs and prioritised for places.</li> <li>✓ All families of pupil premium children will be entitled to discounted trips and events.</li> <li>✓ Our provision will grow in line with the school to offer a wider variety of clubs.</li> <li>✓ Teachers to develop a wider enrichment as we grow, this academic year to offer Music/performance club alongside Gymnastics.</li> </ul>
3- All PP children will have targeted support led by the PP HLTA in number recognition and games 0-5 and Phase 2 sounds in addition to their daily input from class teachers.	<ul style="list-style-type: none"> <li>✓ PP lead to run identified support in memory games for early number and sound recognition to expose children to missing knowledge and skills.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ All PP children will have the same screening outcomes as their peers.</li> <li>✓ GLD outcomes show that more than</li> </ul>
2-Communication and Language will support will be on offer for all PP children in the Autumn Term to support children with ASD, social anxieties and SEMH needs.	<ul style="list-style-type: none"> <li>✓ Neli used in Nursery setting daily</li> <li>✓ Neli used in EYFS rooms for identified children.</li> <li>✓ Targeted vocabulary reading planning in place- teacher to target PP children daily</li> <li>✓ SALT screening on offer with SALT TA to lead communication groups weekly.</li> </ul>
1-To ensure the early identification of support for all Pupil Premium children on entry to school.	<ul style="list-style-type: none"> <li>✓ To allocate additional staff to support PP in EYFS rooms and settings.</li> <li>✓ To carry out rapid on entry baseline to identified needs.</li> <li>✓ To allocate additional support to ensure our youngest learners are prioritised to close the attainment gap.</li> </ul>

2020-2021: 100% of PP children achieved GLD

2021-2022: 75% of PP children achieved GLD

2021-2022:100% of PP children achieved ARE in RWM-Year One

## 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/Teaching Resources

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP children will have targeted support led by the PP HLTA in number recognition and games 0-5 and Phase 2 sounds in addition to their daily input from class teachers.	The Early Intervention Foundation state that early identification and interventions have a positive impact on all children in receipt, early intervention and support can impact children in progress both short and long term.	3
Early reading tracking and intervention package	The potential of early support can identify dyslexic traits early on and offer insight to staff into reading interventions and teaching as a complex cognitive and linguistic process-not just an assessment focus.	1-5

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

Budgeted cost: Speech and Language Therapist weekly £9000 SALT Assistant for focussed interventions groups £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PP children with identified speech and language needs are having regular input via SALT</i>	The EFF studies show that children make considerable progress in oral language skills then linked to literacy skills when receiving early support in speech and language.	2
<i>Dual vulnerability children will be have regular SALT support via care plans and follow up communication interventions.</i>		5

## Wider strategies

Budgeted cost: £ 2000 *Thrive Practitioner-wellbeing and behaviour focus*

Activity	Evidence that supports this approach	Challenge number(s) addressed
We have a high proportion of PP children with SEMH needs. Thrive interventions will impact teacher time and morale and support our dual vulnerability children on EHCPs and Support Plans.	Schools and settings that have adopted Thrive have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale.	1
We are growing our enrichment offer with each new year and will prioritise and allocate space for all PP children first, including breakfast clubs and wrap around care.	Cultural capital focus: to bring a variety of visitors into school helps to close the vocabulary gap and enrichment clubs to offer a broader range of exposure to our PP children both inside and outside of school.	4

**Total budgeted cost: £ 22,000**

## 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.

*100% of Pupils achieved a Good level of Development in the Early Years 2020/21*

*70% of pupils achieved a Good level of Development in the Early years 2021/22*

*100% of pupils achieved the standard in R, W and M in Year One.*

*No other year groups.*