



## *Norton Hill Primary School*

### **Pupil premium strategy statement**

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 in our first cohort of children, this increased in our second year. Our current 23/24 school year has 13 children eligible for funding.

#### **School overview**

<b>Detail</b>	<b>Data</b>
<b>Norton Hill Primary School</b>	
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	9/23-7/25- 2 year plan
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	S Waterhouse
Governor / Trustee lead	Kelly Antonowicz

#### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation academic year 22/23	£21,732 Inc. LAC
Pupil premium funding allocation this academic year	£21,735
Recovery premium funding allocation this academic year	£2000-TA support
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	£21, 735
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## 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 a 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 all 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: Many of our children in Y2 and Y1 did not attend nursery settings due to Covid. Early language and vocabulary was highlighted as a concern during baseline assessments and Literacy lessons.*
- *Social communication was also a consideration, alongside listening and attention concerns.*
- *The catch up premium was therefore allocated to support daily 'bucket', a listening, attention and communication tool that can be used daily in rooms. Turn taking and listening to new vocabulary and sounds was considered the priority and is used across the school. Staff training was also allocated within this budget.*

**Challenges**

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

Challenge number	Detail of challenge
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1	<i>Some of our youngest learners are our most disadvantaged-early identification techniques to identify support needed; to include bucket and SALT support therapy groups. In Nursery, Reception and KS1.</i>
2	<i>Ongoing reading, maths and Literacy support was identified as key to support PP children in all year groups across the school. Led by TA and HLTAs</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. Firm foundations must be prioritised in EYFS.</i>
4	<i>Many of our vulnerable children have vocabulary gaps identified by staff- they have not had the same rich experiences as their peers or attended Nursery due to Covid Cultural Capital gap.</i>
5	<i>Dual vulnerability factor: PP at Norton Hill Primary is linked to SEND children- therefore personal targets are needed for all and additional support will need to be allocated to ensure daily support is given for all.</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 individuals and groups- this will be supported by PP Lead- this will also be prioritised in staff meetings and identified on all planning for ease.	<ul style="list-style-type: none"> <li>✓ All children will have targets linked to support plans for EHCPs alongside Literacy and Maths- 3 targets each.</li> <li>✓ Early identification will be in place which will be led by our SEN lead.</li> <li>✓ SEN Register updated to reflect dual vulnerability at NHP and regular support allocated. PP children identified on all planning.</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. Daily vocab will be included in all literacy lessons and in our enhanced curriculum- “the more on offer at our school, the more immersed in new language our children will be.”	<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 missing vocab within each year.</li> <li>✓ Teachers to develop a wider enrichment as we continue to grow as a school- widen our cultural capital to support experiences and new vocabulary.</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>
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	<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 half PP children are in line with the progress of non PP</li> </ul>
2-Fundamental Maths and Literacy will be prioritised for all PP children. PP children will also be allocated a 'reader' for daily reading sessions and any targeted catch up linked with targets.	<ul style="list-style-type: none"> <li>✓ Neli used in Nursery setting daily</li> <li>✓ Book talk and additional targeted reading sessions daily.</li> <li>✓ Targeted vocabulary in all Literacy lessons along with target time for all. Led by TAs.</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, identify new children moving into the school and to ensure ongoing support is targeted as specific children.	<ul style="list-style-type: none"> <li>✓ To allocate additional staff to support PP in key rooms.</li> <li>✓ To carry out a rapid on entry baseline to identify needs.</li> <li>✓ To allocate additional support to ensure our youngest learners are prioritised to close the attainment gap.</li> </ul>

## 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: £ 8,000 Lexplore, HLTA training time for new staff, dog therapy, spelling and vocab scheme.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Critchill language therapist will be employed 1 day per week and a SALT language therapist will be employed 1x day per week to support early language skills and identification.	Early language screening for all on entry, language support for children and adults 2 days per week.	9
All PP children will have targeted support led by the PP HLTA in fundamentals maths and fundamental reading and writing. Across all year groups.	The Early Intervention Foundation states 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.	13
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.	13

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

**interventions)** Budgeted cost: Speech and Language Therapist weekly visit and SALT Assistant for focussed interventions groups £ 14,000

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.	11
<i>Dual vulnerability children will have regular SALT support via care plans and follow up communication interventions.</i>		9

## 6 Wider strategies

Budgeted cost: £ 4000 Thrive Practitioner-wellbeing and behaviour focus

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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.	11
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.	13

**Total budgeted cost: £ 26,000**

## **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 2021/22 & 22/23 academic years.

- *100% of Pupils achieved a Good level of Development in the Early Years*
- *SALT and language therapist support was bought via Critchill School services and used to support dual vulnerability children.*
- *Progress for all Pupil premium children was positive and overall Outcomes were impressive and above MAT and National. 22/23*
- *PP outcomes for Year 2=100%*
- *PP outcomes for Year 1=71.4%*
- *PP phonic recheck outcomes Y2=100%*
- *PP Y1 phonics outcomes=87.5%*
- *PP GLD=100%*

