

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Norden Community Primary School
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 24/25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Headteacher Rachael Bentham
Pupil premium lead	Deputy Head Nikki Delaney
Governor / Trustee lead	Chair of Governors Sue Moore Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,080
Recovery premium funding allocation this academic year	£8988
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	£86,080

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Teacher assessments and observations, and frequent senior leadership discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Teacher assessments and observations, and teacher/ SLT discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Teacher assessments and observations, and teacher/ SLT discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers, particularly sustained writing and the use of adventurous vocabulary, linking strongly with challenge number 1 and 2.
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment. These findings are supported by national studies. This has continued as we leave the pandemic, however the effects still remain. As reported by the government (https://www.gov.uk/government/publications/covid-19-mental-health-and-wellbeing-surveillance-report/7-children-and-young-people) there is evidence that, over the pandemic, disadvantaged children and young people have had poorer mental health and wellbeing outcomes than those with more advantage. There was also evidence that children with a probable mental disorder were more likely to live in a household that had fallen behind with payments such as bills, rent, and mortgage.</p> <p>Throughout the pandemic, parents in households with lower annual incomes reported their children had more symptoms of behavioural, emotional, and attentional difficulties than those with higher annual income. Between February and April 2021, parents/carers of children</p>

	<p>from higher income households reported that these symptoms decreased in their children as lockdown eased.</p> <p>This has resulted in behavioural instances in unstructured times during the school day, due to a previous lack of enrichment, social and emotional opportunities and experiences.</p> <p>Teacher referrals to Early Help for support are still high with 10 pupils or have social care involvement (6 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
5	<p>The cultural diversity of our school is changing annually, with currently 25% of our children have English as an additional language. Many of the children arrive at school with little or no English which impacts learning across all areas. These challenges particularly affect disadvantaged children, including their attainment.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To improve attainment and progress of our disadvantaged children where English is an additional language.	KS2 reading and writing outcomes in 24/25 show that more than 80% of our disadvantaged children where English is an additional language met the expected standard.
To achieve and sustain improved wellbeing and behaviour for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in negative behaviours a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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 (for example, CPD, recruitment and retention)

Budgeted cost: £24,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly, alongside teacher assessment and that ARA are followed as per government guidelines</p>	<p>Standardised tests, alongside teacher assessments, can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf</p> <p>Key points points noted by the EEF; With the information diagnostic assessments provide, teachers may:</p> <ul style="list-style-type: none"> • decide to adjust the level of challenge of activities • reteach specific concepts or topics • adjust curriculum content in the medium or long term • provide pupils with feedback through which they can address their own areas for improvement • decide which pupils may need additional, targeted academic support 	<p>1, 2, 3, 5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; 	<p>1, 3, 5</p>

<p>We will evaluate current practice and purchase resources and fund ongoing teacher training and release time. This will run alongside the use of knowledge organisers and Rosenshine's principles.</p>	<ul style="list-style-type: none"> • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. <p>CPD training will ensure that interventions are delivered through The Write Stuff model in English and quality interventions by support staff.</p>	
<p>To increase knowledge and understanding of children's needs and how to manage these on a daily basis to help increase progress and attainment.</p>	<p>There are a wide range of needs within a classroom from EAL, sensory processing issues, to autism, ADHD and global delay, to name but a few. It can cause problems for children at home and at school. Many issues happen when children have trouble handling the information their senses take in.</p> <p>Children may also have trouble being aware of their bodies, or struggle with balance and coordination. Different children are affected in different ways. There is strong evidence that with the right support, children can succeed in class, on the playground and at home.</p> <p>CPD through agencies such as Occupational Health will enable staff to give quality support for a range of children's needs.</p> <p>Training to raise awareness of the practical and theoretical issues surrounding the achievement of ethnic minority pupils including pupils with English as an additional language, both those new to English and more advanced learners. This will create practical strategies to employ in school to improve classroom and whole school practice for EAL pupils.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £32,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills and EAL interventions</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Specifically from the above link;</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Some examples of approaches that have been shown to be effective include:</p> <ul style="list-style-type: none"> • encouraging pupils to read aloud and then have conversations about book content with teachers and peers • modelling inference through the use of structured questioning • group or paired work that allow pupils to share thought processes • implicit and explicit activities that extend pupils 	<p>1, 5</p>

	<ul style="list-style-type: none"> • With any of these activities is it crucial to ensure that oral language activities are linked to the wider curriculum (e.g., using oral language activities to model technical language in science). <p>Oral language interventions can be delivered intensively over the course of a few weeks, but may also be developed over the course of an academic year. Frequent sessions (3 times a week or more) over a sustained period (half a term to a term) appear to be most successful.</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with LA support and EAL assessments where required.</p> <p>Purchase of phonetically decodable reading books.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonically decodable reading books will be used to support a high-quality phonics programme. With optimal teaching through systematic synthetic phonics, most children will no longer require books that are matched to their phonic knowledge by the end of Year 1.</p>	2

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

Budgeted cost: £29,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on specific needs that are evident across the school that are posing as a barrier to achieving a good level of attainment and progress</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>As specifically mentioned in the above, EEF recognises that;</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <ul style="list-style-type: none"> • Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; • Universal programmes which seek to improve behaviour and generally take place in the classroom; and • More specialised programmes which are targeted at students with specific behavioural issues. <p>Training from specific teams, for example Occupational Health, Team Teach to understand specific needs will overall help the child to focus and in turn benefit their learning. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	<p>1, 2, 3, 4, 5</p>
<p>Enrichment opportunities outside of the curriculum – these include after school clubs and</p>	<p>Attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond, are likely to happen outside of the school hours and classroom environment and can help underpin success in later life</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>4</p>

residential experiences	<p>The EEF link recognises that enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). That all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.</p>	
Provide further opportunities and equipment at lunchtime to engage children and improve social, emotional and behavioural qualities.	<p>Attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school.</p> <p>Instances of poor behavioural choices tend to happen during the unstructured part of the school day.</p> <p>Providing children with more experiences and quality equipment will improve their regulation and have a positive impact on their wellbeing and learning.</p> <p>Through structured activities and quality resources, children will have more opportunities for collaboration and developing their social skills, which in turn will have a positive impact on their learning,</p>	4
Provide learners with up to date technology to engage and progress their learning.	<p>Technology engages students, and as a result they spend more time on basic learning tasks than students who use a more traditional approach.</p> <p>Technology offers educators a way to individualise curriculum and customise it to the needs of individuals so all children can achieve their potential.</p>	1, 2, 3, 4, 5
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 3, 4, 5

Total budgeted cost: £86,080

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.

The academic year of 2021 – 2022 proved a year where our children’s mental health had to be a focus. Many children presented dysregulated, especially those from disadvantaged backgrounds, and therefore struggled returning full time to a classroom environment. This had a great impact on learning and the installation of a sensory room and equipment had a positive impact on health and wellbeing.

30% of pupil premium children achieved age related expectations in reading, writing and maths at the end of Year 2.

56% of pupil premium children achieved age related expectations in reading, writing and maths at the end of Year 6.

There is still significant support needed in communication and phonics, which in turn impacts on reading and writing. Work is still needed on social, emotional and behavioural skills which will also have a positive impact on learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose maths tuition	White Rose maths
Fischer Family Trust Lightning Squad reading tuition	Fischer Family Trust

