

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Normanby Primary School
Number of pupils in school	444 (FS2 – Y6)
Proportion (%) of pupil premium eligible pupils	18%
Academic year that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Carl Faulkner
Pupil premium lead	Andrew Drage
Governor / Trustee lead	Denise Bollands (Strategy Statement reviewed and agreed October 2021)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 108,945
Recovery premium funding allocation this academic year	£26,000 (underspent 20/21) £12,600 21/22
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	£1,872,832

# Part A: Pupil premium strategy plan

## Statement of intent

**High Quality Teaching** – Great teaching will improve outcomes for all our pupils. We will work to ensure our Pupil Premium children retain knowledge, are fluent in key skills and apply their learning successfully.

**Targeted Academic Support**- High quality teaching will be supported by additional work completed in small groups or 1-1. Assessment will be used to support the targeting of interventions; this will be both ongoing and manageable.

**Wider Strategies** – School will address non-academic barriers to success. Our curriculum and our work offering social and emotional support for our Pupil Premium children and their families will continue to evolve.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Reading:</b></p> <p>FS 1 - Language Development (Sp and L)</p> <p>FS2 - Closing gaps in in Phase 1 of Letters and sounds, aspect 7, oral blending and segmenting; speech and Language through Interventions</p> <p>Y1 – Closing gaps in Phase 3 of Letters and Sounds and providing 'keep up' interventions for Phase 5.</p> <p>Y2 – Closing gaps and developing fluency in readiness for the Phonics Screening Check in autumn term 2.</p> <p>Y3 – Phonics and developing retrieval skills and vocabulary through whole class reading.</p> <p>Y4 – Developing basic comprehension skills – development of VIPERS format, used in Y3. Some children still receiving phonics.</p> <p>Y5 – Support developing reading fluency, retrieval skills and vocabulary through focus group work in whole class reading and guided reading intervention.</p> <p>Y6 – Focus on developing comprehension and written technique when answering questions during whole class reading.</p>
2	<p><b>Writing:</b></p> <p>FS1 - Gross and Fine motor development</p> <p>FS2 - Pencil grip, fine motor skills and body position, phonics</p>

	<p>Y1 – Increasing independence when writing through regular focus group work.</p> <p>Y2 – Developing writing stamina and application of spellings.</p> <p>Y3 – Writing simple sentences with increasing independence and developing stamina.</p> <p>Y4 –Developing sentence structure, punctuation and application of spelling patterns from Y2+.</p> <p>Y5 – Spelling and applying basic punctuation.</p> <p>Y6 – Developing writing stamina and using correct punctuation.</p>
3	<p><b>Maths:</b></p> <p>FS1 - Language Development (Speech and Language)</p> <p>FS2 - Development of vocabulary (Speech and Language)</p> <p>Y1 – Higher number recognition (up to 50) and place value. PP children receive 2 weekly focus groups with the teacher.</p> <p>Y2 – Place value beyond 20 and basic computation (4 operations).</p> <p>Y3 – Number and place value up to 20 and beyond. For the higher attaining Pupil Premium children, it is varied fluency to lead to reasoning and problem solving.</p> <p>Y4 – Times tables. For the higher attaining Pupil Premium children, it is varied fluency leading to reasoning and problem solving.</p> <p>Y5 – Securing written methods and mental strategies.</p> <p>Y6 – Securing fluency to lead to application of knowledge.</p>
4	Quickly identifying families and children requiring support and the appropriate support available.

## 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
Attendance of Pupil Premium Children will be 96%+ in line with school expectation	Attendance of Pupil Premium children will be 96%+
Exceed the national average progress score in KS2 Maths	Progress scored maintained or improved
In Reading, Achieve national average progress scores in KS2 Reading (0)	Progress score achieved

Achieve national average progress scores in KS2 Writing (0)	Progress score achieved
Achieve national average expected standard in PSC	National average expected standard in PSC achieved
All Pupil Premium children will engage with high quality teaching of reading.	All Pupil Premium children will pass the phonics screen check.

## 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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP children have greater access to high quality teaching.</p> <p>PP marking policy – PP children have more 1:1 and focus group sessions with the teacher than non-PP children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a></p> <p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	1,2,3
<p>Subject leaders are provided with planned release time to: work across school sharing best practice, offer support to year groups, supporting and delivering lessons and updating their subject knowledge (CPD).</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a></p> <p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	1,2,3
<p>Funding will be used to allow for the appropriate teacher/student ratio to facilitate this in English and Maths.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	1,2,3

<p>Disadvantaged children will receive more focus group and 1:1 work with a qualified teacher than a non-disadvantaged child.</p> <p>Maths and English leaders track progress and interventions across year groups and meet with teachers to discuss progress (including the 'bottom 20%').</p>	<p><a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a></p> <p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School – led tutoring</p> <p>All PP children will receive 15 hours of school-led tuition tailored to their needs.</p>		1,2,3
<p>PPG pupils will be identified through use of in-house systems: circles of vulnerability, RAG rating (lockdown assessments) and gap analysis. Identified groups of children, identified as being particularly at risk of 'falling behind' or not making accelerated progress to diminish differences, will then be written into teachers and teaching assistants' performance management targets. Pupils' subsequent interventions and progress towards their identified targets will then be recorded and monitored on the PPG tracker aimed at accelerating progress and diminishing differences over time.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a></p> <p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	1,2,3

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quickly identifying families and children requiring support and knowing the appropriate support available.</p> <p>Signpost vulnerable families to support networks (Kelly Lawrence or in-school ELSA practitioner) so that support offered significantly improves outcomes for families and pupils – academically, socially and emotionally. Behaviour in school remains good; PP children make required or accelerated progress to diminish differences over time.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a></p> <p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	4

**Total budgeted cost: £146,000**

## **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 2020 to 2021 academic year.

In school assessments included: Reading NFER (Y2-Y5), writing teacher assessments. Also, in order to support transition, Year 6 sat previous SATS papers in Reading and Maths. Analysis of data suggested that while a similar proportion met the standard expected for Year 6 children, fewer children exceeded this expectation. Maths assessment across school indicated that, through effective remote teaching, children's ability to complete simple computation successfully was maintained and was similar to attainment in previous years. Assessment indicated that their ability to apply their mathematical knowledge was less secure.