

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.

School overview

Detail	Data
School name	Normanby Primary School
Number of pupils in school	461 (FS2 – Y6)
Proportion (%) of pupil premium eligible pupils	22%
Academic year that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Carl Faulkner
Pupil premium lead	Andrew Drage
Governor / Trustee lead	Denise Bolland (Strategy Statement reviewed and agreed October 2022)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,727
Recovery premium funding allocation this academic year	£12,312
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	£1,839,901

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>Reading:</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 – Using VIPERS reading comprehension strategies in preparation for end of KS1 assessments.</p> <p>Y3 – Phonics and developing retrieval skills and vocabulary through whole class reading.</p> <p>Y4 – Developing basic comprehension skills through use of VIPERS format. Children still receiving phonics.</p> <p>Y5 – Support developing reading fluency, retrieval skills and vocabulary through focus group work in whole class reading. Increased 1:1 reading.</p> <p>Y6 – Adapting responses to the demands of the question – using VIPERS skills.</p>
2	<p>Writing:</p> <p>FS1 - Gross and Fine motor development.</p> <p>FS2 - Pencil grip, fine motor skills and body position, phonics.</p>

	<p>Y1 – To secure basic sentence structure (subject verb object).</p> <p>Y2 – Application of spellings and developing coherence.</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, handwriting and applying basic punctuation.</p> <p>Y6 – Reducing over-reliance of scaffolding and developing independence.</p>
3	<p>Maths:</p> <p>FS1 - Language Development (Speech and Language).</p> <p>FS2 - Development of vocabulary (Speech and Language).</p> <p>Y1 – 1 to 1 correspondence up to 20 and number recognition up to 20.</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
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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</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>Subject leaders will work closely with the Trust's Teaching and Learning leads and the designated School Curriculum Champion sharing best practice and CPD.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</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>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</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>Identified children, including those in receipt of PP funding, will receive access to high quality school-led tutoring.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</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>		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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</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 2021 to 2022 academic year.

End of KS2 assessment data shows that a higher percentage of disadvantaged children at Normanby Primary School achieved the expected standard in GPS, Reading, Maths and Reading, Writing and Maths combined compared to disadvantaged children nationally. Although this is the case, the percentage of disadvantaged children achieving the expected standard was lower than 'other' children (non-disadvantaged) nationally, for Reading, Writing, Maths and Reading/Writing/Maths combined. End of KS2 assessment data also indicates that the percentage of disadvantaged children at Normanby Primary School exceeding the expected standard in Maths and Writing was higher than that of national disadvantaged children but lower in Reading, GPS and Reading/Writing/Maths combined. Across Reading, Writing and Maths, the percentage of disadvantaged children exceeding the expected standard was lower than 'other' children (non-disadvantaged) nationally.

End of KS2 progress scores show that, in Maths, disadvantaged children at Normanby Primary School, made more progress than national disadvantaged children and 'other' children (non-disadvantaged) nationally. In Reading and Writing however, disadvantaged children at Normanby Primary School made less progress than disadvantaged children nationally and 'other' children (non-disadvantaged) nationally.

Click for further analysis:

<https://normanby.ironstoneacademy.org.uk/wp-content/uploads/sites/1/2022/10/Performance-of-Disadvantaged-Children-2021-2022.pdf>

The school's improvement plan and this strategy statement therefore seek to address these gaps.

During the academic year, 2021-2022, every Pupil Premium child accessed and received school-led tutoring. In total, across Normanby Primary School, 128 children accessed school-led tutoring. Lessons were tailored to the individual needs of the child and were delivered by a qualified teacher. Sessions supported the work being delivered in class and provided opportunity for embedding prior learning, extending and challenging children's understanding and addressing misconceptions. Pupils fed back to the school's tutoring lead and designated governor that the sessions were extremely useful and commented that they subsequently felt much more confident in lessons. Tutoring

sessions were followed the priorities outlined in the school's improvement plan. Tutoring will continue into the next academic year.