

Pupil premium strategy statement – Normanby Primary School 2023-2024.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	507 (FS1 – Y6) 456 (FS2 – Y6)
Proportion (%) of pupil premium eligible pupils	22% (110 PP 22-23 based on 507 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Summer 2024
Statement authorised by	Kathryn Pentney
Pupil premium lead	Emma Armstrong
Governor / Trustee lead	Denise Bollands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,773 (approx)
Recovery premium funding allocation this academic year	£15,950
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£166,723

Part A: Pupil premium strategy plan

Statement of intent

Our ambition is that we close the attainment gap and that our disadvantaged pupils perform broadly in line with their non-disadvantaged peers, both within school and nationally, by the time they leave Normanby Primary School in Year 6. We want the children to be secondary ready, confident and resilient young people, ready to make a positive contribution to society. We will achieve this through:

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	Supporting children with their SEMH.
2	Continuing progress made in Phonics in Year 1. 75% of Disadvantaged pupils achieved the expected standard compared to 84% of 'Other' pupils Nationally. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.
3	EYFS Attainment The percentage of pupils achieving a good level of development (GLD) is 76%. 40% of Disadvantaged pupils achieved the GLD compared compared to 87.5% of 'Other' pupils nationally (2022) Disadvantaged pupils are below Disadvantaged pupils Nationally.
4	KS1 Attainment In reading, 71% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 7%. National Disadvantaged is 62%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally. In writing, 79% of Disadvantaged pupils achieved the expected standard compared to 73% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 6%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally. In Maths, 64% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 15%.

	National Disadvantaged is 62%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.
5	<p>KS2 Attainment</p> <p>In Reading, Writing and Maths combined, 60% of Disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 11%. National Disadvantaged is 51%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally.</p> <p>In Reading, 67% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 11%. National Disadvantaged is 62%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.</p> <p>In Writing, 73% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 10%. National Disadvantaged is 68%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.</p> <p>In Spelling Punctuation and Grammar, 53% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 30%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p> <p>In Maths, 60% of Disadvantaged pupils achieved the expected standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 24%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p>
6	Attendance: PP attendance for 2022 – 2023 was 89.1% for Non-PP attendance was 93.26%

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
To ensure that pupils' Social, Emotional and Mental Health needs are met, so that any emotional anxieties or mental health issues are understood and supported.	<p>Pupil survey will show that all children, including those in receipt of the Pupil Premium grant, are feeling well-supported and achieving well socially and academically within school.</p> <p>Barriers to learning due to SEMH needs are reduced.</p>
In Reading, disadvantaged children will be increasingly in line with 'national other' expected standard by the end of KS2.	The percentage of disadvantaged children achieving the expected standard at Normanby Primary School will be increasingly in line with 'national other'.
In Writing, disadvantaged children will be increasingly in line with 'national other' expected standard by the end of KS2.	The percentage of disadvantaged children achieving the expected standard at Normanby Primary School will be increasingly in line with 'national other'.
In Maths, disadvantaged children will be increasingly in line with 'national other' expected standard by the end of KS2.	The percentage of disadvantaged children achieving the expected standard at Normanby Primary School will be increasingly in line with 'national other'.

Persistent absenteeism will be addressed so that attendance for PP children is in line with National other.	Attendance of Pupil Premium children will be increasingly in line with National other.
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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: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistants employed in EYFS and KS1 to provide more academic and behavioural targeted support by having a lower adult to pupil ratio.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf	2 & 3
EYFS/Year 1 and Year 2 pupils will be targeted for 1:1 reading and daily phonics interventions.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2 & 3

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf	
PP children in KS1 and KS2 will be targeted for support in Reading, Writing, SpaG, and Maths.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf	2,3 & 4
Quality First Teaching through monitoring by senior leaders and subject leads	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf	2,3 & 4
Employment of School Improvement Officer, Lou Stinson	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf	1,2,3,4 & 5

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured timely interventions will be provided for pupils	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2,3 & 4

<p>in Phonics, Reading, Writing, Maths and SpaG. This will be facilitated by Teachers /Teaching Assistants.</p> <p>PP pupils will be identified through in-house systems: circles of vulnerability, gap analysis, formative and summative assessments to closely target interventions to accelerate progress.</p> <p>Progress is closely monitored using the PPG Tracker</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils health, well-being and resilience to learn.</p> <p>Using Time4U play therapists, Talking and Drawing and Rubies help individual pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</p> <p>https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</p>	1,2,3,4 & 5
<p>Employment of Early Help Intervention Practitioner to support parents and pupils with attendance and wellbeing to reduce barriers to learning</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</p> <p>https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</p>	1,2,3,4 & 5

<p>Providing additional staffing to facilitate Breakfast Club to support families particularly targeting PP children who are late or persistently absent.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p>	<p>5</p>
<p>Training for staff on dealing with children with trauma.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</p> <p>https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</p>	<p>1</p>
<p>Places allocated at After School Clubs for PP pupils to support wellbeing and resilience</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</p> <p>https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</p>	<p>1,2,3,4 & 5</p>
<p>Improve attendance for pupils eligible for PP to bring them in line with expected levels of 95%.</p> <p>Close tracking of PP children in relation to persistent absenteeism – absence levels challenged.</p> <p>Intervention and support for individual families will be provided to improve attendance.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p>	<p>5</p>

Gemma Ramsden (Trust Attendance Officer) to work with specific families, if their child's attendance is a barrier to learning.		
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Total budgeted cost: £167,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS Analysis

The percentage of pupils achieving a good level of development (GLD) is 76%. The percentage achieving the standard has increased by 10%. The percentage of boys achieving GLD is 73% and girls is 78%, so therefore there is an achievement gap of 5%.

24% of pupils are Disadvantaged – 15 pupils (6 boys and 9 girls).

40% of Disadvantaged pupils achieved the GLD.

Disadvantaged pupils are below Disadvantaged pupils Nationally.

Y1 Phonics

The percentage of pupils achieving the expected standard (32+ out of 40) is 83%. The percentage of boys achieving the standard is 78% and girls is 85%, so therefore there is an achievement gap of 7%.

25% of pupils are Disadvantaged – 16 pupils (7 boys and 9 girls).

75% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 9%. National Disadvantaged is 71%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

KS1

In reading, 71% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 7%. National Disadvantaged is 62%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

In writing, 79% of Disadvantaged pupils achieved the expected standard compared to 73% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 6%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

In Maths, 64% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 15%. National Disadvantaged is 62%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Year 4 Multiplication Tables Check

The percentage of Disadvantaged pupils achieving full marks (25/25) in the Year 4 Multiplication Tables Test is 26%. The average score of disadvantaged pupils who took the Year 4 Multiplication Tables Test is 18.9 (out of 25).

KS2

In Reading, Writing and Maths combined, 60% of Disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 11%. National Disadvantaged is 51%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally.

In Reading, 67% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 11%. National Disadvantaged is 62%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

In Writing, 73% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 10%. National Disadvantaged is 68%.

Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

In Spelling Punctuation and Grammar, 53% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 30%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

In Maths, 60% of Disadvantaged pupils achieved the expected standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 24%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally.

The 2023/2024 Pupil Premium Strategy Statement will be written to address and reduce these attainment gaps.

Attendance

Attendance: PP attendance for 2022 – 2023 was 91.17% for Non-PP attendance was 93.35%. Therefore, a gap of 2.18%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.