

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	Norton St Nicholas Church of England Primary School
Number of pupils in school	210 (reception – year 6)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 – July 2027
Date this statement was first published	September 2024
Date on which it will be reviewed	September 2025 (review 1) September 2026 (review 2)
Statement authorised by	Andrew Brown
Pupil premium lead	Rachel Bell
Governor lead	Katheryn Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41,760

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all children, no matter what their background and barriers, will be given the opportunity and support required to fulfil their potential at our school. The core focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, but the plans within this strategy will support the needs of all children, whether they are disadvantaged or not.

This three-year strategy follows on from our previous three-year strategy, reflecting on how the challenges faced change over time, not least because of the positive impact of our previous strategy.

First and foremost, the focus of this strategy is on high-quality teaching in every class as this has been shown to have the greatest impact on closing the disadvantage gap, as well as benefitting all children in the school. Within high-quality teaching, there is a particular focus on areas where disadvantaged pupils at our school require the most support.

Our actions will be rooted in accurate assessment of all pupils – through a range of ongoing assessments – ensuring that assumptions are not made about the impact of disadvantage. In response to this, our strategy focuses on ensuring staff are deployed across the school – and especially in early years – to have maximum impact, alongside carefully planned intervention to support children where need is identified.

As part of our strategy, all school staff will receive CPD to support their understanding of the barriers many disadvantaged pupils face, as well as to ensure continually improving high-quality teaching and consistent early intervention.

Our strategy also has an emphasis on supporting the whole family, recognising that this is essential for improved outcomes for disadvantaged pupils.

Finally, our strategy acknowledges the importance of all children having broadest possible range of curriculum and extra-curricular experiences to add to their cultural capital, as well as access to technology to support their learning at home. Therefore, we have a focus on ensuring that disadvantage does not lead to a lack of access to these opportunities, recognising that an increasing number of families are being impacted by increases in the cost of living.

Challenges

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

Challenge number	Detail of challenge (beginning September 2024)
1	Assessments suggest that disadvantaged pupils have greater difficulties with reading and writing than their peers.

	Assessments suggest that disadvantaged pupils have greater difficulties with mathematics than their peers.
2	Monitoring indicates that disadvantaged pupils engage with less home learning, both in reading and on online learning platforms.
3	Monitoring indicates that disadvantaged pupils are less likely to engage with extra-curricular opportunities and school trips unless there is support to make this achievable.
4	Our attendance data indicated that attendance among disadvantaged pupils has been on average 10% lower than for non-disadvantaged pupils.
5	A higher proportion of disadvantaged pupils demonstrate emotional or mental health needs than non-disadvantaged pupils.

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 reading and writing attainment among disadvantaged pupils.	High-quality English lessons in every class. Pupil progress meetings and ongoing assessment effectively support identification of pupils in need of additional support. Structured Little Wandle and Lexia interventions happen consistently and support closing of the gap in reading.
Improved mathematics attainment for disadvantaged pupils.	High-quality mathematics lessons in every class using NCETM Maths Mastery planning and resources. Staff grow in confidence in teaching with a Maths Mastery approach. Staff development through Mastering Number training in Early Years, KS1 and Year 4/5. Pupil progress meetings and ongoing assessment effectively support identification of pupils in need of additional support. Structured Maths Mastery interventions happen consistently and support closing of the gap in mathematics.
Improved engagement with reading at home and use of online learning platforms for disadvantaged pupils.	Increased number of disadvantaged pupils achieving key reading milestone awards. All children will have access to appropriate IT resources for home learning. All children in years 3-6 will complete their online homework regularly.
Sustain improved wellbeing for all pupils, especially disadvantaged pupils.	Children with emotional and mental health needs identified early and given a range of support enabling them to thrive in their education.

	Improved learning behaviour in disadvantaged pupils.
Improved attendance of disadvantaged pupils so that it is closer to that of non-disadvantaged pupils. Persistent absence will reduce.	Narrowing of the gap in attendance between disadvantaged and non-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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for all new teachers and support staff for <i>Little Wandle Letters and Sounds</i> .	EEF report on 'Closing the attainment gap' states that what happens in the classroom makes the biggest difference. Training ensure that the ongoing implementation of Little Wandle Letters and Sounds is consistent. EEF report on 'Making best use of teaching assistants' states that schools should provide sufficient time for TA training.	1
Continue the implementation of the keep-up programme in the teaching of <i>Little Wandle</i> phonics in KS1.	EEF report of phonics states that phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, especially for disadvantaged pupils. EEF report on 'Closing the attainment gap' states that what happens in the classroom makes the biggest difference.	1
Reception, Year 1 and Year 2 teaching staff to participate in updated <i>Mastering Number</i> training with NCETM. Funding of teacher release to support training.	EEF report on 'Closing the attainment gap' states that what happens in the classroom makes the biggest difference. DfE guidance produced in conjunction with NCETM draws on evidence-based approaches.	2
Maths leader to continue to participate in Maths Mastery learning groups with NCETM, sharing ongoing training with all	DfE guidance produced in conjunction with NCETM draws on evidence-based approaches.	2

class teachers and support staff.		
All teaching assistants to receive regular training focussed on key areas of development.	EEF report on 'Making best use of teaching assistants' states the importance of teaching assistants knowing how they can best support children in lessons so they can have a positive impact on pupils.	1 & 5

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Early Years Practitioner and classroom teaching to support high-quality teaching and interactions across early years, as well as to ensure early intervention and support programmes can happen with the recommended regularity.	EEF report on 'Closing the attainment gap' states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF report on 'Making best use of teaching assistants' states that an effective deployment of teaching assistants would be to focus on retaining access to high-quality teaching through delivering brief, but intensive structured interventions. The report also states that targeted interventions show a consistent impact on attainment of approximately three to four additional months' progress.	1, 2, 3
ELSA and Drawing and Talking sessions.	Early intervention with emotional and mental health needs is key. ELSA and Drawing and Talking focus on prevention, early intervention and recovery with individuals or small groups of children. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	4, 5
Following successful involvement in the <i>Lexia</i> Education Endowment Fund (EEF) research study, continue with the <i>Lexia</i> programme to support lower attaining readers from year 1 to year 6.	EEF report on diagnostic assessment states that, when used effectively, diagnostic assessments can indicate areas for development for individual pupils.	1
Additional phonics sessions targeted at	EEF report into phonics states that phonics approaches have a strong	1

disadvantaged pupils who require further phonics support.	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.	
Speech and language therapy	The current waiting time is many months. Early intervention and support with speech and language has a greater impact than catch-up later on.	1, 5

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance leaders continue to support families in improving attendance.	Ensuring positive parental engagement and good communication between home and school is crucial to avoid a widening attainment gap.	4
Weekly home learning club for children without access to technology or support at home.	Our approach to home learning focusses on reading, spelling and times tables. The spelling and times tables approach we use is online so not all children will have access at home. Retrieval practise of key skills has been demonstrated to have a significant impact on key skills remaining in the long-term memory.	1, 2, 3
Hertfordshire <i>Therapeutic Thinking</i> behaviour management tutor update training for trained staff. Refresher training for all staff on <i>Therapeutic Thinking</i> and Attachment Awareness.	A therapeutic approach to behaviour management has been demonstrated to have a positive impact on children's emotional and mental wellbeing.	4, 5
Subsidising or covering the costs of extra-curricular clubs, trips, swimming lessons, cycling training and residential trips to ensure all children can access these.	EEF report on 'Closing the attainment gap' states that essential life skills are important in determining life chances. Access to a broad range of extra-curricular activities helps to develop children's character as well as support their wellbeing.	3, 4, 5

Total budgeted cost: £41,000

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 2025 to 2026 academic year.

Improved reading and writing attainment among disadvantaged pupils

In year 1 phonics screening, the proportion of disadvantaged pupils passing was in line with non-disadvantaged pupils, demonstrating the impact of high-quality phonics teaching and our keep-up and catch-up programmes, which are supported by ongoing training for all staff who teach phonics. The high level of support we have maintained across early years and key stage one continues to support this.

The three-year average for disadvantaged pupils at the end of year 6 achieving at least the expected standard in reading is above national average and in writing is close to national average.

In 2025-26, all Pupil Premium eligible pupils in reception achieved a Good Level of Development. Across the school, the proportion of children in receipt of pupil premium who are attaining at least age related expectations in reading increased by 11% and in writing by 6% since the start of this plan. The gap with non-recipients has reduced but remains significant and is therefore a continuing area of focus for the year ahead.

Improvements in reading outcomes have been supported by targeted support through *Lexia*, which has now been rolled out across the school.

Improved mathematics attainment for disadvantaged pupils

The three-year average for disadvantaged pupils at the end of year 6 achieving at least the expected standard in maths is above national average. (When pupils with EHCPs are accounted for, maths is significantly above national averages).

The two-year average for Multiplication Tables Check in year 4 for disadvantaged pupils is 22.8 out of 25 (total of 5 pupils), which is above national average for all pupils.

In 2025-26, all Pupil Premium eligible pupils in reception achieved a Good Level of Development (GLD).

We now have NCETEM maths mastery planning and resources being used throughout the school, including Mastering Number across early years and key stage 1, which is being further updated with spatial reasoning this coming year. This is having a significant impact on outcomes for all pupils.

Structured maths mastery interventions are in place for pupils who have or are at risk of falling behind in their mathematics.

Sustain improved wellbeing for all pupils, especially disadvantaged pupils

We continued to have a wide range of support in place for children and families to support children's mental wellbeing. During the past year, this has included: working closely with families to understand barriers to attendance; working with our NHS Mental Health Support Team partners to provide early support for families; ELSA support; Drawing and Talking Therapy; and ongoing pastoral support.

Improved attendance of disadvantaged pupils so that it is closer to that of non-disadvantaged pupils. Persistent absence will reduce.

We increased the intensity of support and intervention further for those who were persistently absent. Overall attendance of pupils in receipt of pupil premium has increased by over 8% since the start of this plan and is now at least in line with national averages.

This has also led to a very significant decrease in the proportion of disadvantaged pupils who are persistently absent, which is now in line with national averages and continuing to improve.