

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2027 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	Normanton Common Primary Academy
Number of pupils in school	310 (264 Y1-Y6)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26/27
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Academy Standards Committee
Pupil premium lead	Courtenay Walls
Governor / Trustee lead	Sarah Bonner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our key objectives are to raise the attainment for those in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers. We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or disadvantage.

As a school we ensure that:

- There is a clear focus on Quality First Teaching
- Staff are aware of children and their needs
- Children in receipt of pupil premium are carefully tracked
- Gaps are identified and addressed
- All staff have high expectations and this is monitored
- Employ an ethos where we recognise the ‘whole’ child and their lived experience, recognising the importance of social and emotional support

Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey.

Challenges

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

Challenge number	Detail of challenge
1	Ensure consistencies in high quality teaching for writing and reading across school
2	Delayed language acquisition and limited vocabulary
3	Attendance not in line with non-disadvantaged peers
4	Low self-esteem, confidence, social skills and resilience
5	Families with complex needs
6	Ensure feedback is of a high quality

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
Priority 1 – Sustaining high quality first teaching in writing by developing both the teaching of creative writing, as well as the consistency in embedding the writing structure, to improve outcomes for children across school.	KS2 outcomes remain high and KS1 outcomes are at least in line with national.
Priority 2 - Developing the school's offer as a 'reading school' by embedding a consistent and progressive approach to the teaching of reading at Key Stage 2, developing a reading for pleasure initiative at home and at school.	KS2 outcomes remain high and KS1 outcomes are at least in line with national.
Priority 3 - Developing discrete opportunities for the teaching of speaking and listening across all year groups, across all subject areas, (including the acquisition of vocabulary), so that all children can articulate their learning and feel confident to express their thoughts, feelings and ideas	Staff provide opportunities for children to apply speaking and listening skills, developing these effectively.
Priority 4 - Improving staff subject knowledge of how to support pupils with SEND, so that pupils can develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.	All teachers effectively plan for next the specific needs of their pupils so that pupils with SEND make the best progress that they can.
Priority 5 - Sustaining improvements to the learning environment in the Early Years Foundation Stage, so that children have a wider range of opportunities to progress through the ambitious EYFS curriculum, supported by effective interactions from adults.	Children have a wider range of opportunities to progress through the ambitious EYFS curriculum, supported by effective interactions from adults.
Priority 6 - Developing the children's character, wellbeing charter and their contribution to the life of the school (roles) and the wider community (active citizens)– with a focus on Aspirations & Ambition	Children are exposed to a range of wider experiences, including visits, trips, community links and 'jobs', to develop their aspirations and ambition.
Priority 7 – Children requiring additional support and intervention receive bespoke intervention to accelerate learning	Bespoke interventions ensure gaps are closing.
Priority 8 - Fully implement the updates to the attendance policy to reducing the number of PA across all groups, including those identified as disadvantaged.	Attendance gaps between PP and non-PP pupils close. The number of PP pupils who are PA reduces.
Priority 9 - Provide additional support for identified families with strategies for parenting, behaviour management, and safeguarding.	PP pupils are ready for learning, able to access academic work and make good or accelerated progress.
Priority 10 - Provide additional social and emotional support for PP pupils to improve	PP pupils are ready for learning, able to access academic work and make good or accelerated progress.

learning behaviours, social skills, confidence and independence.	
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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: £ 47, 000

Priority	Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1 – Sustaining high quality first teaching in writing by developing both the teaching of creative writing, as well as the consistency in embedding the writing structure, to improve outcomes for children across school.	Refine and embed NCPA writing structure and ensure consistency across school. Staff training and coaching. Internal and external moderation.	NCPA policy developed with latest research including EEF and support from MAT network meetings	1
Priority 2 - Developing the school's offer as a 'reading school' by enhancing the Phonics offer for early readers, developing a consistent and progressive approach to the teaching of reading at Key Stage 2, developing a reading for pleasure initiative both at home and at school.	Refinement of NCPA structure for teaching of reading. Training for staff including TA colleagues who support reading through the Rusth Miskin coaching and purchase of the RWInc portal. Refresh of the library and development of resources to support reading for pleasure from Nursery to Y6.	Approach developed with latest research including EEF.	1
Priority 3 - Developing discrete opportunities for	Staff training on developing vocabulary and embedding speaking and listening	EEF research	2

<p>the teaching of speaking and listening across all year groups, across all subject areas, (including the acquisition of vocabulary), so that all children can articulate their learning and feel confident to express their thoughts, feelings and ideas</p>	<p>within classroom practice and the curriculum. Opportunities for speaking and listening through the PSHE curriculum and other subjects where appropriate to give pupil the opportunity to share and debate thoughts and opinions. Use of high quality texts. Provision of leadership opportunities for children</p>	<p>'Closing the Vocabulary Gap' – Alex Quigley</p>	
<p>Priority 4 - Improving staff subject knowledge of how to support pupils with SEND, so that pupils can develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p>	<p>Staff training Coaching and mentoring Work scrutiny</p>	<p>EEF guidance</p>	<p>6</p>
<p>Priority 5 - Sustaining improvements to the learning environment in the early years foundation stage, so that children have a wider range of opportunities to progress through the ambitious EYFS curriculum, supported by effective interactions from adults.</p>	<p>Resources Staff training and ongoing engagement in planning process for all staff in EYFS Focus on quality of interactions Further development and strategic use of the current outdoor provision. Development of grounds to provide enhanced outdoor provision that will focus on development of Physical Development (PD), Personal, Social & Emotional (PSED) and Communication & Language (CL) to give children the best possible start to their education</p>	<p>Early intervention MAT specialist Development Matters</p>	<p>2</p>
<p>Priority 6 - Developing the</p>	<p>Phase team to ensure engagement in wider</p>	<p>EEF research</p>	<p>2</p>

<p>children's character, wellbeing charter and their contribution to the life of the school (roles) and the wider community (active citizens) – with a focus on Aspirations & Ambition</p>	<p>opportunities and experiences across subject areas Leadership opportunities After school clubs Trips, theme days and experiences to increase cultural capital as well as subject capital.</p>	<p>'Closing the Vocabulary Gap' – Alex Quigley</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 27, 000

Priority	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 7 – Children requiring additional support and intervention receive bespoke intervention to accelerate learning</p>	<p>Range of appropriate interventions to support behaviour for learning, self confidence, communication etc – link to 3/6 RWI 1-1 Targeted TA support and intervention Increase in Intervention team size and hours</p>	<p>Use of evidence based intervention and approaches from EEF</p>	<p>1, 2</p>

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

Budgeted cost: £ 30 000

Priority	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 8 - Fully implement the updates to the attendance policy to reducing the number of PA across all groups, including those identified</p>	<p>Work with Trust EWO Initiatives and rewards Robust meetings and formal improvement plans – including fines where appropriate Increased Attendance Lead/Learning Mentor hours</p>	<p>EEF research</p>	<p>3, 5</p>

as disadvantaged.			
Priority 9 - Provide additional support for identified families with strategies for parenting, behaviour management, and safeguarding so that PP pupils are ready for learning, able to access academic work and make good or accelerated progress.	<p>SLT to strategically manage the offer of support to parents and carers and monitor the impact</p> <p>Robust procedures to identify and support key families</p> <p>Engage with outside agencies in order to signpost support</p> <p>Increased Learning Mentor Well-being team</p> <p>Increased Safeguarding team – maintaining up to date training</p>	<p>EEF Working with Parents, One Wakefield programme</p> <p>WSCP</p>	5
Priority 10 - Provide additional social and emotional support for PP pupils to improve learning behaviours, social skills, confidence and independence. PP pupils are ready for learning, able to access academic work and make good or accelerated progress.	<p>Learning mentor interventions and support – increase in team size and hours</p> <p>Mindfulness – jigsaw sessions</p> <p>Communication and co-operation – Lego therapy interventions etc</p>	EEF guidance	4

Total budgeted cost: £ 104, 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 2023 to 2024 academic year.

Priority 1 – Sustaining high quality first teaching in writing, to improve outcomes for children	KS2 outcomes: school 84% nat. 72% Further work to be done on reshaping the long and medium term journey to better prepare pupils as writers.
Priority 2 - Embedding a consistent and progressive approach to the teaching of reading at Key Stage 2	KS2 outcomes: school 81 % nat. 74% Work to be done on developing Reading for Pleasures and purchasing books to support and enable this.
Priority 3 - Improving the teaching and acquisition of vocabulary across all subject areas, so that all children can access the ambitious school curriculum.	Writing moderation reports show vocabulary has improved. Needs to be further embedded with a consistent teaching approach. Key vocabulary for each subject area has been identified by subject leaders and has been shared with parents through bespoke Knowledge Organisers.
Priority 4 - Developing a consistent approach to marking and feedback across school.	Refinement of the marking and feedback policy. Teachers effectively plan for next steps and children can articulate how to improve and have the opportunity to do so.
Priority 5 - Sustaining improvements to the outdoor learning environment in the EYFS.	Children benefitting from a wider range of opportunities to progress through the ambitious EYFS curriculum, supported by effective interactions from adults. Environment (and use of) has improved – but further development is a priority.
Priority 6 - Embedding effective, purposeful wider opportunities across the curriculum, in order to further develop children's knowledge and breadth of vocabulary.	Children are exposed to a range of wider experiences, visits are planned in and varied. Further development of wider cultural experiences and extra-curricular opportunities.

<p>Priority 7 – Children requiring additional support and intervention receive bespoke intervention to accelerate learning</p>	<p>Funding used effectively to support groups across school.</p> <p>High levels of need require additional support going forwards.</p>
<p>Priority 8 - Provide additional support for identified families so that all PP pupils continue to attend school in line with their peers.</p>	<p>Significant progress made in reducing absence and reducing the % of children classed as PA</p> <p>PP who are PA = Ongoing focus to reduce PA still further.</p> <p>Remains a focus owing to holidays and to culture of non-attendance.</p>
<p>Priority 9 - Provide additional support for identified families with strategies for parenting, behaviour management, and safeguarding.</p>	<p>The Well-being team has been restructured following the appointment of a Learning Mentor and reallocation of staff and their work to support families continues.</p> <p>The Safeguarding Team has been increased from 3 to 5 members.</p> <p>Ongoing work with TAS has continued to provide support for families.</p>
<p>Priority 10 - Provide additional social and emotional support for PP pupils to improve learning behaviours, social skills, confidence and independence.</p>	<p>A new learning mentor took up post in November 2024. She has provided emotional support for pupils and their families and the focus on attendance required.</p> <p>The Well-being team has been increased with an additional member and this is having a positive impact on the emotional support provided for pupils.</p>

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support.
What was the impact of that spending on service pupil premium eligible pupils?	Children accessed additional check ins as required.

