



Pupil Premium Statement

1. Our School

1.1 Our Vision

'Working together to inspire and achieve'

These are much more than words or a motto. At Normanton Common Primary Academy, we enable all children to grow as independent learners, achieve more than they ever believe they could and shine as unique individuals.

Our school is a very special place, we respect the lessons of the past whilst looking to the difference we can make in the future. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed through our Golden Threads of Active Citizens, Active Communicators and Active Learners.

Our Vision is:

*Every child who attends our school can expect, and will receive, an excellent standard of education:
one that enables them to shine as individuals
make a positive contribution and
reach their full potential.*

1.2 Our Values

This challenge for us, is underpinned by our school **Values**: those of **SHINE**.



1.3 Our School Aims

Our school aims are underpinned by our values. Through our school values, we aim to:

Success

Promote high standards of academic and vocational achievement for every child, every time, through an ambitious, inclusive and supportive approach that enables all learners to succeed.

Happiness

Support the development of the whole child, nurturing confidence, wellbeing and personal growth so that children become happy, well-rounded individuals and positive members of society.

Inspiration

Inspire all children to build positive relationships, develop respect for themselves and others, and contribute meaningfully to our local community and the wider world.

Nurture and Everyone

Provide a safe, welcoming and positive environment where every child and family feel valued, included and supported, with our school acting as a nurturing hub at the heart of the community.

1.4 Our Community

Closely linked to the 'Everyone' element of our Values is the recognition that our school is part of the community serves. As school and community, we can achieve great things when we work together, and so our community is at the heart of what we do.

1.5 Our Academy Trust

Normanton Common Primary Academy is one of the founding schools of Waterton Academy Trust and has gone from strength to strength alongside and as part of, a highly successful Trust. This relationship allows us greater opportunities for our children, our communities and for our staff, in line with the Trust motto of 'Success is a shared experience.'

2. Introduction

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 outcomes for disadvantaged pupils last academic year.

2.1 School Overview

Detail	Data
School name	Normanton Common Primary Academy
Number of pupils in school	335 (331 R-Y6)
Proportion (%) of pupil premium eligible pupils	68 21% (Y1-Y6)
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 2026
Statement authorised by	Academy Standards Committee
Pupil premium lead	C Walls
Governor / Trustee lead	S Cathey

2.2 Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,250
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£85,250

Part A: Pupil Premium Strategy Plan

2.3 Statement of intent

At Normanton Common Primary Academy, our commitment to supporting disadvantaged pupils is not treated as a separate programme or an addition to our everyday work. It is embedded within everything we do and forms a consistent thread through the life of the school. When we plan our curriculum, refine our teaching, use our resources and develop wider opportunities, the needs of disadvantaged pupils are placed at the forefront of our thinking.

We believe that the approaches which help disadvantaged pupils to thrive are, in fact, the approaches that benefit all children. By holding ambitious expectations, identifying and removing barriers, and ensuring that provision works well for those who may face the greatest challenges, we strengthen the quality of education, support and care across our whole school community.

We adopt a tiered approach, centred around three key areas: Teaching, Academic Support and Wider Approaches. We also understand that some pupils may not be eligible for Pupil Premium funding but may still experience disadvantage in other forms. For this reason, our intention and approach are inclusive and far-reaching, enabling us to support all children through our detailed understanding of our community, families and individual circumstances.

In the context of the ongoing cost-of-living challenges, this is increasingly important. Many families may not meet the criteria for Pupil Premium funding, yet still face considerable pressures, difficulties and barriers that can affect their child's learning and wellbeing.

Common barriers to learning for disadvantaged children can include:

- Limited support at home
- Underdeveloped language and communication skills
- Low confidence or self-esteem
- More frequent behavioural difficulties
- A greater likelihood of mental health challenges
- Attendance and punctuality concerns
- Complex family circumstances that may prevent children from thriving.

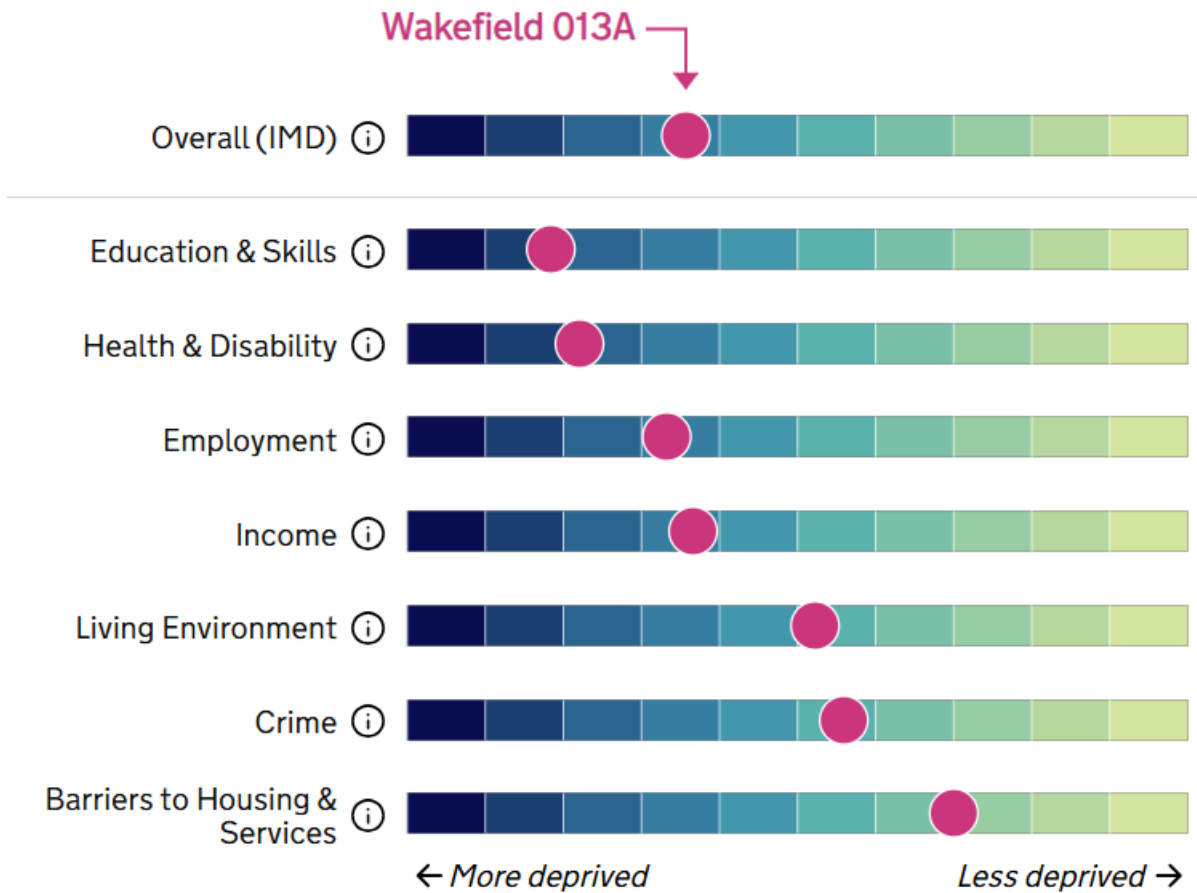
The challenges faced by children and families are diverse, and we recognise that there is no single approach that will meet every need. Our aim is to ensure that all children and families are supported through high-quality teaching and learning, alongside carefully targeted intervention where this is needed to secure progress. In doing so, we strive to enable disadvantaged pupils to achieve in line with their peers, both locally and nationally.

We are passionate and committed to ensuring that every child has the opportunity to grow, achieve and shine. Our key aims for the use of Pupil Premium funding are:

- To move away from deficit thinking, recognising that our disadvantaged pupils and families are central to our school community.
- To ensure that all children are physically and mentally healthy, with the skills to regulate their emotions and behaviours effectively.
- To close the attainment gap between disadvantaged pupils and their non-disadvantaged peers.
- To ensure that disadvantaged pupils make progress in line with, or above, national expectations.
- To create opportunities through both academic and vocational learning, enabling all children to reach, and go beyond, their potential.

As a community-focused school, we aim to provide all children, and especially those who are disadvantaged, with the opportunities and pathways needed to excel across the curriculum and in wider school life. Funding will also be used to address broader family and community challenges, including attendance, alongside a rigorous and responsive approach to pastoral support. We are equally committed to raising aspiration across our school community, so that every child is able to make full use of the opportunities available to them.

The community we serve is most deprived in relation to education & skills. 82% of neighbourhoods in England are less deprived



To understand our use of the Pupil Premium funding, it is important to understand our community. Many of our pupils are from 'Financially Stretched' households, which is above both the local and national average, and our own internal evidence suggests that this has increased significantly post-pandemic and during the cost-of-living crisis. Our catchment comprises those who have parents who work and also those who rely on benefits – but all are from one of the most deprived areas nationally for Education and Skills with only 18% nationally scoring lower.

This is a contributory factor to pupils entering Nursery (or Reception if they have not accessed our FS1 provision) significantly below the expected level for their age (this is particularly prevalent in communication & language) and the number of EHAs, SEND and social care interventions has increased significantly over recent years.

As such, 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.

2.4 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

2.5 Strengths

This details the key strengths and protective factors that we have identified within our disadvantaged pupils, families and wider community.

Strength number	Detail of Strength
1	Staff have a deep understanding of pupils and their families, building positive relationships based on trust, empathy and ambitious expectations. This enables staff to identify strengths, understand potential barriers and adapt support to meet individual needs, so that children and families feel valued, respected and fully understood.
2	Parents and carers are typically honest and forthcoming with the school about the difficulties they may be experiencing. This openness allows us to build genuine partnerships with families, recognise barriers at an early stage and put support in place before challenges become more significant.
3	Wellbeing and pastoral support are central to our school community. Families understand the importance of children feeling safe, happy and valued, and work positively with the school to support their children's emotional wellbeing, personal growth and development.

2.6 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 learning behaviours, social skills, confidence and independence.	PP pupils are ready for learning, able to access academic work and make good or accelerated progress.

3. Activity in this Academic Year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

3.1 Teaching

Budget £47000

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
ECT Training (2 x Staff)	Mentor support designed to guide and develop practice, supported by Trust network.	ECT Framework introduced by the DFE improve quality of teaching and teacher retention.	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 Ruth 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. EEF (+5 Months) <i>'The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.'</i> EEF (+ 6 months) <i>Reading comprehension strategies are high impact on</i>	1

		<p><i>average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p>	
<p>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</p>	<p>Staff training on developing vocabulary and embedding speaking and listening 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>EEF research highlights that high-quality interactions, vocabulary development and opportunities to articulate thinking can add up to +6 months' progress. A consistent oracy approach supports pupils' language, reasoning, confidence and attainment across the curriculum.</p>	2
<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 EEF (+5 Months) <i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i></p>	6

<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</p> <p>Staff training and ongoing engagement in planning process for all staff in EYFS Focus on quality of interactions</p> <p>Further development and strategic use of the current outdoor provision.</p> <p>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 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>Phase team to ensure engagement in wider opportunities and experiences across subject areas</p> <p>Leadership opportunities After school clubs Trips, theme days and experiences to increase cultural capital as well as subject capital.</p>	<p>EEF research ‘Closing the Vocabulary Gap’ – Alex Quigley</p> <p>EEF Social & Emotional (+4 Months) <i>‘SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’</i></p>	<p>2</p>

3.2 Targeted Academic Support

Budget £27000

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>EEF Self-Regulation (+7 Months) <i>‘Explicit teaching of metacognitive and self regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.’</i></p> <p>EEF Social & Emotional (+4 Months) <i>‘SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’</i></p> <p>EEF Behaviour Interventions (+4 months) <i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</i></p>	<p>1, 2</p>

3.3 Wider Strategies

Budget Cost £30000

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 as disadvantaged.</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 EEF Pupil Premium Guide <i>‘You can spend your pupil premium on non academic interventions, such as improving pupils’ attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19’</i></p>	<p>3, 5</p>
<p>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>	<p>SLT to strategically manage the offer of support to parents and carers and monitor the impact Robust procedures to identify and support key families Engage with outside agencies in order to signpost support Increased Learning Mentor Well-being team Increased Safeguarding team – maintaining up to date training</p>	<p>EEF Working with Parents, One Wakefield programme WSCP EEF Parental Engagement (+4 Months) <i>‘Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.’</i></p>	<p>5</p>

<p>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>	<p>Learning mentor interventions and support – increase in team size and hours Mindfulness – jigsaw sessions Communication and cooperation – Lego therapy interventions etc</p>	<p>EEF guidance EEF Social & Emotional (+4 Months) <i>‘SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’</i></p>	<p>4</p>
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4. Part B: Review of the Previous Academic Year

4.1 Outcomes for Disadvantaged Pupils

The 2025–26 academic year brought the previous Pupil Premium strategy to a close. Review of statutory outcomes, internal assessment data and wider school information shows that the strategy has been effective in helping to reduce barriers to learning and improve outcomes for disadvantaged pupils.

The clearest impact can be seen in improved school readiness, consistently strong early reading outcomes, greater mathematical fluency, reduced persistent absence, stronger parental engagement and increased access to enrichment opportunities.

Some priorities will continue into this revised strategy, particularly oral language development, the intersection between disadvantage and SEND/SEMH, persistent absence, and increasing the number of disadvantaged pupils achieving at the higher standard.

School data shows that disadvantaged pupils continue to achieve well in comparison with disadvantaged pupils nationally by the end of Key Stage 2, despite increasingly complex needs and a growing intersection between disadvantage, SEND and SEMH.

However, a gap remains between disadvantaged and non-disadvantaged pupils, particularly in relation to those reaching the Higher Standard and Greater Depth. We believe this is closely linked to reduced opportunities for oracy development. Internal analysis indicates that disadvantaged pupils often make strong progress from their starting points, but are less likely to translate this progress into the highest levels of attainment.

As a result, increasing the proportion of disadvantaged pupils achieving Greater Depth and the Higher Standard remains a key priority within this strategy and directly informs Challenge 3. This aligns with the EEF’s view that improving the quality of teaching is the most effective way to improve outcomes and reduce attainment gaps.

Pupils eligible for Pupil Premium continued to start school from significantly lower starting points than their peers, particularly in communication and language, where baseline assessments highlighted notable developmental gaps. Nevertheless, Early Years outcomes improved considerably during the previous strategy period and were above the national average of 68% for all pupils.

This improvement represents a marked acceleration in outcomes for disadvantaged pupils and indicates that the school’s focus on early language development, targeted speech and language support, and high-quality adult interactions has had a positive impact on school readiness.

This is consistent with EEF findings that oral language interventions can have an average impact equivalent to +6 months’ additional progress, particularly for disadvantaged pupils. As communication and language gaps remain a significant feature on entry, this area will continue to be a central priority within the revised strategy.

Wider outcomes also improved considerably over the life of the strategy. Overall attendance increased whilst persistent absence reduced significantly. Attendance for disadvantaged pupils improved and persistent absence amongst disadvantaged pupils reduced. Whilst disadvantaged pupils remain disproportionately represented within the persistently absent cohort, the scale of improvement suggests that pastoral support, attendance systems and family engagement strategies have been effective in reducing barriers to attendance. Attendance therefore remains an important, priority and continues to sit within this revised strategy.

Overall, leaders consider the previous Pupil Premium strategy to have been effective in reducing many of the barriers experienced by disadvantaged pupils. The clearest impact can be seen in improved school readiness, consistently strong phonics outcomes, increased mathematical fluency, reduced persistent absence, stronger parental engagement and wider access to enrichment opportunities.

However, the ongoing overlap between disadvantage, SEND and SEMH, together with the need to further narrow attainment gaps at the higher standards and continue strengthening pupils' oral language and vocabulary, means these areas remain key priorities within the revised strategy.

The activities set out in this plan have therefore been chosen not only because they are underpinned by strong evidence from the EEF, but also because they directly reflect the needs of our pupils, families and wider school community.

4.2 Externally Provided Programmes

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

Programme	Provider
Times Table Rockstars	Maths Circle
Read Write Inc	Ruth Miskin Training
Boxall Profile	Nurture Group Network
WellComm	GL Assessment