

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	305
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	20/21
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Gordon
Pupil premium lead	Adam Riby
Governor / Trustee lead	Trish Forbes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100, 871
Recovery premium funding allocation this academic year	£12, 140
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.

<b>Intended outcome</b>	<b>Success criteria</b>
Priority 1 – Sustaining high quality first teaching in writing, to improve outcomes for children	KS2 outcomes remain high and KS1 outcomes improve to at least national.
Priority 2 - Embedding a consistent and progressive approach to the teaching of reading at Key Stage 2	KS2 outcomes remain high and KS1 outcomes improve to at least national.
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 shows an increase in ambitious vocabulary used in writing. Subject leaders identify key vocabulary is taught effectively.
Priority 4 - Developing a consistent approach to marking and feedback across school.	All 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 early years foundation stage.	Children have a wider range of opportunities to progress through the ambitious EYFS curriculum, supported by effective interactions from adults.
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.
Priority 7 – Children requiring additional support and intervention receive bespoke intervention to accelerate learning	Bespoke interventions ensure gaps are closing.
Priority 8 - Provide additional support for identified families so that all PP pupils continue to attend school in line with their peers.	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.

## 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: £ 30, 000

Priority	Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1 – Sustaining high quality first teaching in writing, to improve outcomes for children	Embed MAT writing structure and ensure consistency across school. Staff training and coaching. Internal and external moderation.	MAT guides developed with latest research including EEF.	1
Priority 2 - Embedding a consistent and progressive approach to the teaching of reading at Key Stage 2	Embed MAT structure for teaching of reading. Training for staff including TA colleagues who support reading. Development of resources to support. Assessment grids used to identify targets for improvement.	MAT guides developed with latest research including EEF.	1
Priority 3 - Improving the teaching and acquisition of vocabulary across all subject areas, so that all children can access the ambitious school curriculum.	Staff training on developing vocabulary. Consistent approaches developed. Use of high quality texts.	EEF research 'Closing the Vocabulary Gap' – Alex Quigley	2
Priority 4 - Developing a consistent approach to marking and feedback across school, so that all teachers effectively plan for next steps	Staff training Coaching and mentoring Work scrutiny	EEF guidance 2021	6

and children can articulate how improve and have the opportunity to do so.			
Priority 5 - Sustaining improvements to the outdoor 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.	Resources Staff training and ongoing engagement in planning process for all staff in EYFS Focus on quality of interactions	Early intervention	2
Priority 6 - Embedding effective, purposeful wider opportunities across the curriculum, in order to further develop children's knowledge and breadth of vocabulary.	Phase team to ensure engagement in wider opportunities and experiences across subject areas After school clubs	EEF research 'Closing the Vocabulary Gap' – Alex Quigley	2

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

Budgeted cost: £ 21, 000

Priority	Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 7 – Children requiring additional support and	Wellcomm/Nellie – link to 3/6 RWI 1-1 First Class @ Numbers	Use of evidence based intervention and approaches from EEF	1, 2

intervention receive bespoke intervention to accelerate learning	Targeted TA support and intervention (Link to Covid Catch-Up)		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50 000

Priority	Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 8 - Provide additional support for identified families so that all PP pupils continue to attend school in line with their peers.	Work with Trust EWO Initiatives and rewards Robust meetings and formal improvement plans		3, 5
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.	Pastoral Support Manager to proactively 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	EEF Working with Parents, One Wakefield programme	5
Priority 10 - Provide additional social and emotional support for PP pupils to improve learning behaviours, social skills,	Learning mentor interventions and support Mindfulness teacher weekly	EEF guidance	4

confidence and independence. PP pupils are ready for learning, able to access academic work and make good or accelerated progress.			
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**Total budgeted cost: £ 100, 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 2020 to 2021 academic year.

<p>Feedback does not always provide pupils with precise strategies so that they can improve their work in lessons. Feedback does not always identify the specific knowledge and skills that pupils should learn and use next. Pupils do not have enough opportunities to respond to feedback or to collaborate and articulate their ideas.</p>	<p>Agreed feedback and marking system in place. Further steps identified and actions in place for next academic year.</p>
<p>Outcomes at KS1 in 2019 were well below national outcomes and standards in writing and have been well below for the last 3 years. The planning and delivery of SSP in EYFS and Y1 is not yet consistent and progress of weaker early readers who are disadvantaged has not been as strong as non-disadvantaged pupils.</p>	<p>Internal data reviewed carefully. RWI is now fully embedded and strong links created with the Literacy Hub. RWI has had a positive impact on internal data. Autumn Y2 2020 – 84%</p>
<p>Diagnostic information from unit and half-termly testing at KS2 is not always used effectively enough to ensure subsequent medium term planning address gaps in learning and identify pupils who require targeted wave 2 interventions to close gaps in understanding.</p>	<p>Diagnostic assessment used effectively to identify actions at pupil progress meetings and reviewed in this cycle.</p>
<p>50% of disadvantaged pupils achieved ARE in combined subjects by the end of KS2 in 2019.</p> <p>Children in UKS2 who are not supported with learning at home require 1:1 tuition for intensive individualised support in school.</p>	<p>No current data set.</p> <p>Intervention has remained as consistent as possible with staffing challenges and school closures.</p>
<p>Pupils enter foundation stage with lower than typically expected levels of language and communication which impacts on their ability to access wider learning opportunities across the curriculum. Current baseline data on entry to nursery indicates 58% children were below</p>	<p>Language and vocabulary continues to be a challenge and remains a priority for next year.</p>



ARE in CLL and 52% were below ARE in CLL on entry to reception.	
KS2 targeted 1-1 tuition for reading and maths	Intervention has remained as consistent as possible with staffing challenges and school closures.
First Class @ Numbers intervention programme in Y2 and Y3 to close the attainment gap and promote accelerated progress from low KS1 outcomes	Intervention has remained as consistent as possible with staffing challenges and school closures.
RWI SSP  -Targeted Y3 children accessing to close the gap from KS1  -Intervention groups to intensify support and close the gaps by the end of KS1 2020	Intervention has remained as consistent as possible with staffing challenges and school closures.  RWI for children in Y3 has had a positive impact on individual outcomes for children who previously failed the PSC.
Provide additional support for identified families so that all PP pupils continue to attend school in line with their peers.	Monitoring of school attendance has remained rigorous throughout Covid and included support for those isolating, delivering hampers etc.
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.	Support has also been provided for families isolating and shielding. Rigorous safeguarding procedures have been in place throughout lockdown.
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.	Support for pupils has been maintained both in school and online. This has included providing laptops and managing engagement in online learning.

## 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?	

What was the impact of that spending on service pupil premium eligible pupils?	
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