

Pupil premium strategy statement – Norbridge Primary Academy, part of Delta Academies Trust

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	440
Proportion (%) of pupil premium eligible pupils	26.36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	31 st December 2023
Date on which it will be reviewed	31 st December 2024
Statement authorised by	Rebecca Jackson
Pupil premium lead	Danielle Keogh
Governor / Trustee lead	Lee Malyan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175115
Recovery premium funding allocation this academic year	£16675
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>	£191790

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

At Norbridge, we do not stereotype disadvantaged pupils as a group with less potential to succeed; we want every child to develop to their full potential, irrespective of disadvantage. We pride ourselves on using the Pupil Premium to identify and remove any barrier to learning to ensure that disadvantaged children leaving Key Stage Two achieve at least in line with their peers, achieving outstanding progress and attainment. Beyond this, we invest in the curriculum to provide opportunities for all children to participate in high quality music, sports, art and language tuition, as well as using a wide range of in school experiences, educational visits and residential trips to bring the curriculum to life. We understand that every child is unique and will have their own individual needs, which may well vary throughout their time at school. We will be speaking to children about their dreams and ambitions and putting plans in place to help them achieve them.

Our tiered approach

Setting priorities is key to maximising the use of the PPG. We have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach includes three categories:

1. Quality of Teaching
2. Targeted academic support
3. Wider strategies

Quality of Teaching

Good and outstanding teaching is the most important lever schools have, to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for PP. Our priorities at Norbridge Academy are to ensure that a highly effective teacher is in front of every class, and that every teacher is provided with opportunities to keep improving. We have invested in Read Write Inc, Talk for Writing and Launchpad. These programmes will improve the teaching of reading and writing throughout the school. We will be supporting staff with training and development throughout the year. The leaders of the programmes will also be observing lessons and offering feedback and support to staff to enable future development.

Targeted academic support

Children will continue to attend phonic and reading interventions. For the bottom 20% of readers in Foundation Stage 2 to Year 3, we provide Fast-Track Tutoring sessions in an afternoon. During this time, children have a one-to-one session to recap their reading knowledge appropriate to the phonics group they are in. This provides them with confidence, greater practice of new skills, more time for reading, and ensures they are supported in achieving age related expectations. For children in Year 4 to Year 6, who are still finding reading a challenge and are not secure in their phonics knowledge, we provide Fresh Start teaching sessions four times a week. These are phonics sessions tailored to older children to support them with their reading and ensure these children make accelerated progress. In Key-Stage 1, children are assessed and grouped according to their reading level to ensure the teaching is targeted and effective. In the Foundation Stage, we have targeted interventions to support speech and language development. We have a designated speech and language lead, who delivers interventions and carries out assessments daily. Finally, we have additional teaching sessions for children in Year 6 and Year 1, to ensure they achieve age-related expectations by the end of the academic year.

Wider strategies

This year, we will continue to use a Family Liaison Officer daily to improve attendance and foster links with parents. We will be providing a breakfast club for pupils to ensure they have had a

nutritious breakfast and are ready to learn. As well as this, the PPG will be used to finance visits throughout the year and provide children with any equipment/clothing they need to attend these visits. We will deliver cultural capital through visits to museums, musical performances, and sporting events. Finally, we will look at pupil's individual needs and use the PPG to support personal development.

Challenges

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

Challenge number	Detail of challenge
1	Reaching age related expectations in English, Maths and Reading: Internal and external assessments indicate that attainment at the end of Key Stage 2 is below that of non-disadvantaged pupils. Assessment, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with their phonics than their peers. This negatively impacts their development as a reader.
2	Speech and Language: Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils upon entry to the EYFS.
3	Hardship at home: Some disadvantaged families have faced challenging circumstances post-pandemic. This includes families accessing support services via external agencies and food parcels via the school's food bank.
4	Resources related to curriculum needs: Through internal monitoring, we have been able identify pupils who do not have the necessary equipment to access the curriculum, e.g. PE kit, uniform, and stationery to complete home learning.
5	Access to cultural capital beyond the curriculum: Discussions with pupils have highlighted missed opportunities beyond the curriculum, such as extra-curricular clubs outside of school, and visits and experiences both within and beyond the curriculum.

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
Children achieve age related expectations in English, Maths and Reading	<p>Children complete cold and hot tasks in writing to identify where support and intervention is needed.</p> <p>Children access same day intervention and complete end of unit assessments to inform interventions.</p> <p>Children are assessed and grouped according to their reading level to ensure the teaching is targeted and effective.</p>

	Children continue to attend Read Write Inc, Fast-Track Tutoring and Fresh Start interventions.
All staff have received training to deliver Read Write Inc, Talk for Writing and Launchpad to ensure the programmes are delivered effectively.	Set enough time aside to ensure all staff are trained and understand the programmes. Leaders of the programmes to observe lessons and track assessment. Use INSET days and staff meetings to address any concern leaders have with observations and assessments.
Intervention for Speech and Language in the Foundation Unit	Children are monitored and assessed by all key workers. The speech and language lead will carry out interventions throughout the Foundation Unit. The speech and language lead will feed back the skills used in these interventions to all key workers so that the programme can continuously be used throughout the school day. The speech and language lead will feed back to parents on their child's progress and how they can be supported at home. The speech and language lead is to offer knowledge and expertise on the programme to parents.
Continued development of breakfast and after-school club to provide pupils with a nutritious breakfast and dinner.	Pupil premium children will be offered breakfast and after-school club and the pupil premium lead will monitor numbers.
Children are provided with uniform, shoes, and any other equipment they need to participate in school activities.	Class teachers are to inform the pupil premium lead if children need equipment for any trips or school activities they have planned. Parents are given a form to apply for uniform in the summer term for the following academic year. Class teachers will notify the pupil premium lead if they feel the pupil premium children in their class need any other resources.
Improved levels of attendance and punctuality	Increased monitoring and interventions systems for poor punctuality and attendance. Rewards and visible displays of attendance in school.

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: £102,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and development for staff and release time. This includes Times Table Stick CPD, RWI CPD, Talk for Writing CPD. An unqualified teacher is employed to release curriculum leaders to support the development in their subjects.</p>	<p>Training for the Read Write Inc, Talk for Writing, Launchpad and Speech and Language programmes will enhance knowledge and delivery of all teaching sessions.</p> <p>The EEF on professional development:</p> <p>Often, it is only when follow-on support is added to training in the form of expert coaching or mentoring, that teachers are able to apply their conceptual understanding to practical classroom behaviours.</p>	<p>1,2</p>
<p>Designated teacher to lead Reading</p>	<p>Having a teacher to lead and develop phonics throughout Foundation and KS1 will ensure all lessons are being delivered effectively and children are making good and outstanding progress.</p> <p>The EEF on professional development:</p> <p>Having significant experience in working with teachers (more than five years), and expertise across multiple areas-specialist pedagogical knowledge, adult learning, feedback, monitoring, and so on-are likely to be important.</p>	<p>1,2</p>

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

Budgeted cost: £26,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition. This includes: RWI Phonics and Launchpad for Literacy interventions.	<p>EEF on small group tuition:</p> <p>This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,2
Additional teaching sessions before or after school.	<p>High quality teaching results in good progress for pupils.</p> <p>The EEF on extending school time: The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.</p> <p>There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</p>	1,2,4

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

Budgeted cost: £62,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Support, including: Thrive Practitioner Attendance Officer Family Liaison Officer	<p>Counselling delivered by members of school staff who are ELSA trained, results in better attendance and wellbeing.</p> <p>Pastoral support for children throughout the school means children are emotionally supported.</p>	3

	<p>Safeguarding and attendance improves.</p> <p>Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress).</p>	
Cultural Capital Beyond the Curriculum	<p>Breakfast clubs</p> <p>Subsidised school uniform, footwear, and clothing</p> <p>Trips to museums, musical performances, and sporting events</p> <p>Subsidised support for music, dance, and swimming tuition</p> <p>Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils, particularly in Year 7, that this will also be beneficial at secondary.</p>	3,4,5

Total budgeted cost: £191,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All relevant staff have received training to deliver the Talk for Writing Programme.

Pupil Premium children attended breakfast club throughout the year and many pupil premium children attended after-school clubs. The only children that were highlighted to not be attending an after-school club were accessing interventions after-school.

Pupils across school had the opportunity to take part in residential trips and visits, including The National Space Centre and The National Holocaust Museum. Pupils in Year 5 and Year 6 visited Hathersage and Kingswood, where they were able to experience staying away from home and participating in team-building activities such as orienteering and climbing. Many children across school had the opportunity to attend events, such as the Young Voices concert and the Delta Games.

Children were provided with uniform, shoes, and other equipment they needed to participate in school activities.

Attendance and punctuality were improved through monitoring and interventions. Early identifications were made by the Attendance Officer to identify pupils who were 'at risk' of becoming PA.

Class Teachers met with SLT to discuss barriers towards learning in detail and identify ways to overcome these effectively. Class Teachers used trackers to help identify misconceptions to prevent further gaps in knowledge and plan for targeted interventions.

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
Talk for Writing	Talk for Writing