

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2024 to 2025 academic year..

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
Norbreck Primary Academy	
Number of pupils in school	587
Proportion (%) of pupil premium eligible pupils	20.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years 2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Trustees
Pupil Premium lead	I. Cooper
Trustee lead	P. Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,400
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£206,400

Part A: Pupil premium strategy plan

Statement of intent

All children at Norbreck Primary Academy are given the opportunity to reach their full potential both academically and socially.

Our Pupil Premium strategy is to close gaps between disadvantaged and non-disadvantaged children removing obstacles in the way of success.

We ensure that children in receipt of Pupil Premium Funding will have access to Quality First teaching and to a breadth of opportunities through the wider school community. Where necessary, additional curriculum support, access to the pastoral team and increased home/school support will be provided.

Our ultimate objectives are to:

- remove barriers to learning created by poverty, family circumstance and background.
- narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- develop confidence in their ability to communicate effectively in a wide range of contexts.
- enable pupils to look after their social and emotional wellbeing and to develop resilience.
- access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and tuition.
- target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- provide opportunities for all pupils to participate in enrichment activities including sport and music.
- provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan, specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Low self-esteem, confidence, social skills and resilience.
2	Gaps in reading, writing, maths and phonics. Formative and summative assessments data indicates performance of disadvantaged pupils is below national average at the end of Key Stage 2.
3	Delayed acquisition of speech, language and communication skills.
4	Attendance and punctuality not in line with non-disadvantaged peers. This impacts on potential attainment.
5	Reduced access to wider opportunities.
6	Families with complex needs.
7	Pupils arrive at school unprepared for learning .
8	School starters not school ready.

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
Sustaining high quality-first teaching in writing, to improve outcomes for children	KS1 and KS2 outcomes continue to improve and at least meet national standards.
Embedding a consistent and progressive approach to the teaching of reading and phonics in Early Years and Key Stage 1	EYFS and KS1 outcomes remain high and continue to improve following the introduction of Little Wandle Phonics and Reading programme.
Embedding a consistent and progressive approach to the teaching of reading and spelling in Key Stage 2	KS2 outcomes remain high and continue to improve following the introduction of Accelerated Reader and Jane Considine’s ‘The Spelling Book’ approach.
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.
Developing a consistent approach to feedback and response across school.	All teachers effectively plan for next steps and children can articulate how to improve and have the opportunity to do so.
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.
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.

Children requiring additional support and intervention receive intervention to embed learning.	Interventions ensure gaps are closing.
Provide additional support for identified families so that all disadvantaged pupils continue to attend school in line with their peers.	Attendance gaps between disadvantaged and non-disadvantaged pupils close. The number of disadvantaged pupils who are persistently absent reduces.
Provide additional support for identified families with strategies for parenting, behaviour management, and safeguarding.	Disadvantaged pupils are ready for learning, able to access academic work and make good or accelerated progress.
Provide additional social and emotional support for disadvantaged pupils to improve learning behaviours, social skills, confidence and independence.	Disadvantaged 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: £ 65,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop Little Wandle Phonics and Reading Scheme	<p>Little Wandle Letters and Sounds Revised ensures that when followed with fidelity will support Norbreck to meet all current national expectations for the teaching of phonics.</p> <p>Standards of teaching and learning monitored to ensure consistency of approach and pupil progress.</p> <p>Continue to purchase further resources, including books and train staff appropriately.</p> <p>https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/05/LS-KEY-GUIDANCE-WHY-REVISE-FINAL.pdf</p>	1, 2, 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Consolidate introduction of Jane Considine's Spelling Book approach	<p>The Spelling Book System is based on strong phonics teaching with a focus on teaching pupils the connections between words, their sound associations, etymology and patterns.</p> <p>Continue to embed use. Purchase resources and training as necessary.</p> <p>https://www.janeconsidine.com/the-spelling-book</p>	1, 2, 3
Developing a consistent approach to feedback and response across school	<p>See EEF Toolkit : High Quality Teaching</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1674554432</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high- quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>Facilitating staff training and ensuring consistent approach across the school . Ensuring Year Groups can take PPA time together at the same time.</p>	1, 2, 3
To improve basic writing and ability to write using correct grammar	Additional targeted improvements in writing being developed using the Grammarsaurus model. All staff trained and units taught at the beginning of term.	1, 2, 3
Work with Maths Hub to take part in 'Mastering Number Fluency programme' across EFYS and Key Stage 1	<p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1, 2, 3

<p>Developing new approach to delivering consistent maths teaching across Key Stage 1 and Key Stage 2</p>	<p>Investigating new approaches to delivering maths curriculum.</p> <p>Maths lead visiting other school to observe and discuss best practice.</p> <p>Liaising with Lancashire advisory service.</p> <p>Red Rose Maths introduced from September 2023.</p> <p>Showing significant impact and improvements in children's outcomes can be seen.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1669324863</p>	<p>1, 2</p>
<p>Speech and Language Therapist to screen children displaying delayed language development on entry and bespoke programmes are put in place.</p> <p>Communicate Speech and Language Support (£11,700)</p>	<p>Weak Language and Communication skills. Children working in the 22–36-month age band are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p>	<p>3, 7, 8</p>
<p>Targeting Speech and Language support further in Early Years</p>	<p>Introducing Well Com speech and language assessment in Reception classes. Staff will be trained to assess and target future support more effectively – in class, targeted school intervention or referral to Communicate staff.</p>	<p>3, 7, 8</p>

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

Budgeted cost: £69,095

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Maths 1:1 and small group interventions</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=tuition</p> <p>‘These interventions should be targeted specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’</p> <p>Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally Gaps are filled</p>	<p>1, 2, 3,</p>
<p>Reading and phonics 1:1 and small group interventions</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=tuition</p> <p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p> <p>Pupils make accelerated progress.</p>	<p>1, 2, 3</p>

	Pupils are at least in-line with all other pupils nationally Gaps are filled	
Teaching of social and emotional learning through PSHE curriculum	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1669896815	1, 7, 8
After school booster groups	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally Gaps are filled	1, 2, 3, 5

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

Budgeted cost: £71,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with PWO Initiatives and rewards Robust meetings and formal improvement plan	Rewards for good attendance and punctuality ensures pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/ carers ensures children are regularly support at home.	4, 6, 7
Pastoral Team to proactively manage the offer of support to parents and carers and monitor the impact	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	4, 5, 6, 7, 8

<p>Robust procedures to identify and support key families</p> <p>Engage with outside agencies in order to signpost support</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1669896815</p>	
<p>Family Support Worker and Learning mentor interventions and support</p>	<p>The Government’s Green Paper, Transforming Children and Young People’s Mental Health Provision recognises the vital role that schools, and colleges play in identifying mental health needs at an early stage, referring young people to specialist support, and working jointly with others to support young people experiencing problems.</p> <p>Linked to above target:</p> <p>Demonstrated through sustained high levels of wellbeing, resilience and self-esteem including</p> <ul style="list-style-type: none"> • Data from pupil questionnaires and parent questionnaires showing 96%+ positive responses from parent surveys. • Support records show long-term trends. • Reduction in challenging behaviour of individual pupils • Participation in enrichment activities proactively offered by the school, including positive selection for clubs, leadership roles, sports teams and other opportunities 	<p>4, 5, 6, 7, 8</p>
<p>Provide counselling sessions for identified pupils</p>	<p>Providing access to counselling meets specific SEMH needs of disadvantaged pupils and improves their well-being which in turn promotes academic engagement and attainment.</p>	
<p>Wider curriculum opportunities</p>	<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p>	

Total budgeted cost: £206,400

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.

We have analysed the performance of our disadvantaged pupils during the 2023/2024 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

We have used Angel Solutions, Perspective to analyse our school's 2024 performance data, to help us better understand the attainment and progress made by different groups and cohorts of children.

Of the Year 6 cohort which undertook national testing in 2024, 28% of the children were Pupil Premium. The school Pupil Premium number as a whole was 23%.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. In Reading, Writing and Maths, our Pupil Premium children performed above both local and national standards.

In Phonics, our children are achieving above national and local averages.

Initial feedback and analysis of pupil performance, including assessment data and pupil interviews shows that the introduction of Red Rose Maths has been successful. Data shows improving pupil performance and children talk of their increased understanding and confidence. New support units are being introduced to support children who need further reinforcement of concepts.

Observation and analysis of pupil performance has led to the introduction of Grammarsaurus, Place Value of punctuation and Grammar modules at the start of each term. This will support and reinforce the teaching of basic grammar and spelling 'building blocks'. All teachers and Teaching Assistants have received full training and the programme is fully introduced.

Our observations and assessments demonstrate that pupil behaviour was a strength of school last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	https://trockstars.com
Seesaw (online Platform)	https://web.seesaw.me
Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/
Grammarsaurus	https://grammarsaurus.co.uk/portal/
Ed Shed	https://www.edshed.com/en-gb
My Maths	https://www.mymaths.co.uk
Test Base	https://www.testbase.co.uk
Wandle Teaching School Alliance	https://www.littlewandlelettersandsounds.org.uk
SPAG.Com	https://www.spag.com
Red Rose Maths	https://www.lancashire.gov.uk/lpds/teaching-and-learning/primary/mathematics/red-rose-mastery-maths/
Lancashire PE Passport	https://www.primarypepassport.co.uk/partners/partner-lancs.html