

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Normand Croft Community School
Number of pupils in school	186 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Paul Jobson (Head Teacher)
Pupil premium lead	Katrine Bulley (Deputy Head Teacher)
Governor / Trustee lead	Martin DeVille

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,610
Recovery premium funding allocation this academic year	£21,381
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

These are the key principles of our strategy plan:

Ensuring that all children receive the highest quality of teaching across the curriculum to accelerate their progress.

Investing in target teaching, 1 to 1 tuition and additional learning support at the earliest opportunity to address misconceptions and overcome gaps in learning.

Financial support for disadvantaged pupils to engage in extra-curricular clubs, music lessons, educational visits and residential.

Providing support for mental health, wellbeing, emotional and behavioural needs.

Allocating additional resources to individuals, groups and/or whole classes to close attainment gaps.

Investing in high quality training and development opportunities for staff.

Using research to make informed choices of how to spend the pupil premium funding.

These are our ultimate objectives for our disadvantaged pupils:

- to ensure all our disadvantaged children continue to make progress and our more/most able disadvantaged children achieve in line with the same group nationally
- to diminish the difference between disadvantaged and non-disadvantaged pupils
- to support their health, wellbeing and personal development to enable them to access learning fully.

Our pupil premium strategy plan is aligned with our school aims:

We put children at the heart of everything we do achieving their safety, happiness and progress as learners underpins every aspect of our work

We set high standards with high expectations of, and aspirations for, all children irrespective of their background or barriers to learning

We build bridges between children, parents, families and communities and work in partnership with others for the benefit of children

The pupil premium will be used to support and challenge every child ensuring high quality teaching and learning (and where necessary targeted interventions) help to overcome barriers to learning, build children's self-belief and enable them to achieve their potential

The pupil premium will be used to give children the opportunities, responsibility and trust needed to self-regulate, learn for themselves, and explore their interests and talents and enable them to shine.

Our disadvantaged children continue to need consistently high quality first teaching and targeted interventions from qualified professionals in order to catch up or keep up with their peers and similar groups nationally.

Our teaching and learning team and inclusion team are crucial if we are to ensure our disadvantaged children continue to make progress and our more/most able disadvantaged children achieve in line with the same group nationally.

We recognise that not all pupils who receive free school meals are socially disadvantaged as well as recognising not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in knowledge, skills and understanding particularly in CL & PSED in Reception and literacy and maths and in reading, writing and maths, particularly in Years 2, 3, 4 and 6.
2	Underdeveloped speech, communication and language skills continue to be barriers for many of our PP eligible pupils in EYFS and a high number of children in primary exhibit Speech, Language and Communication needs (SLCN) In EYFS, a high proportion of children enter well below age related expectations in CL, PSE and Literacy and need to make accelerated progress in order to achieve a good level of development. In Primary, this impacts particularly on progress in reading and writing especially, and access to the wider curriculum. Underdeveloped language also impacts on mathematics attainment particularly in areas of SSM in EY and in using and applying and reasoning in KS1 and KS2
3	Attendance & Punctuality Some children's attendance is low which will impact on their learning Persistent absence is an ongoing problem for some PP pupils.

4	<p>Capacity for family support</p> <p>Family circumstances or expectations that impact negatively upon children’s learning e.g. mobility – inward and outward; housing issues where families are living in temporary accommodation or facing being re-housed due to the cap on housing benefit and cuts to benefits; rising cost of living; ‘toxic trio’</p>
5	<p>Lack of access to enrichment activities and cultural capital opportunities</p> <p>Many Pupil Premium children lack the enrichment and cultural experiences that non-Pupil Premium children experience</p>

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
1. Disadvantaged children will achieve at least in line with national including the most able disadvantaged.	<p>Are 80% of children on track to make ARE in reading/writing and mathematics?</p> <p>Are disadvantaged children achieving in line/above with national?</p> <p>Is the within school gap between PP and NPP is less than 5%?</p> <p>Are identified pupils targeted for early additional intervention?</p> <p>Have the bottom 20% been identified and targeted?</p> <p>Is focussed intervention making a difference?</p> <p>Has CPD been provided to all staff?</p>
Children make accelerated progress with their language development in EYFS and achieve at least in line with national for GLD.	<p>Have teaching teams been supported by a speech and language therapist?</p> <p>Has training been provided to both staff and parents?</p> <p>What impact is this having?</p> <p>Are language/communication skills being appropriately assessed?</p> <p>Has the SENDCo ensured early intervention?</p> <p>Are at least 80% of pupils on track to meet the ELG in communication and language?</p>
Targeted pupils are achieving at least 96% (removing Covid absence when/if required).	<p>For those pupils identified – has their attendance improved?</p> <p>Has the targeted support had an impact on level of persistent absence?</p> <p>Are reports fed back in regular attendance meetings?</p> <p>Is the attendance matter escalated when needed?</p>

	<p>Is at least 90% of those targeted meeting attending more than 96%?</p> <p>Is there a high level of parental engagement with their child's learning?</p> <p>Is the Senior Inclusion lead targeting children who have ongoing attendance issues and persistent absences?.</p> <p>Is the Senior Inclusion lead offering reassurance and reintegration back into school?</p> <p>Is the attendance of pupils monitored by leaders so that support for families can be given prior to implementing more punitive measures?</p>
Vulnerable families receive appropriate support	<p>Are PP & LAC children achieving EXS in line with national?</p> <p>Are children demonstrating the potential to achieve GDS being targeted?</p>
Children have access to enrichment activities and cultural capital experiences are promoted in the curriculum.	<p>What enriched opportunities have Pupil Premium children experienced?</p> <p>What impact has this had on their learning?</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 120,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assistant Head, Coaching/Intervention teachers (2 x 0.6) Tuition teacher (0.8) Part-subsidy to ensure that the school has the additional capacity to provide high quality targeted interventions, ongoing coaching & professional development that addresses the needs of PP children</p>	<p>EEF Effective Professional Development Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical</p>	1,2

<p>Through tracking the strengths and areas for development of all staff, we are aware of their specific development needs. Senior leaders and upper pay scale teachers will link with another member of staff to share best practice, coach and mentor them to achieve their next steps for development</p>	<p>expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments</p>	
<p>Increase SENDCo days from 0.6 to 1.0 to support class teachers in particular to understand QFT and ensure SEND children make at least good progress</p>	<p>EEF Special Education Needs in mainstream schools</p>	<p>1,2</p>
<p>Implement Little Wandle Revised Letters and Sounds (DfE validated SSP to secure stronger phonics teaching for all pupils. Train staff to ensure they have the necessary linguistic knowledge and understanding Carefully monitor progress to ensure that phonics programmes are responsive and provide extra support where necessary</p>	<p>EEF Phonics +6 EEF Reading comprehension +6 EEF Effective Professional Development</p>	<p>1,2</p>
<p>Adapt planning to ensure effective differentiation and provision for PP children through quality first teaching</p>	<p>EEF Metacognition and self-regulation +7 Evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. 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</p>	<p>1,2</p>

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

Budgeted cost: **£ 60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language approaches including: targeted reading aloud and book discussion explicitly extending pupils' spoken vocabulary use of structured questioning to develop reading comprehension Talk boost group Professional development SpLT for all staff and SLCN targeted interventions £15,000</p>	<p>EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p>1</p>
<p>Targeted interventions/tuition for reading writing and maths – facilitated by intervention teachers £45,000</p>	<p>EEF +4 Group tuition/Individualised instruction Evidence suggests this approach will: enable teachers to employ a wider range of teaching approaches to meet differing learner needs and provide activities that are closely matched to a pupil's attainment. support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. support pupils to address misconceptions or overcome specific barriers to learning. increase the amount of attention each pupil will receive, therefore improving outcomes.</p>	<p>1 2 3 4</p>

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

Budgeted cost: **£ 70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior lead for inclusion to work closely with identified children and families in challenging circumstances to improve attendance (including those with persistent absence) and to support behaviour and attitudes to learning.</p> <p>£20,000</p>	<p>EEF Parental engagement + 4 EEF Behaviour +4</p> <ul style="list-style-type: none"> • Evidence suggests this approach will: • increase engagement in learning through improved behaviour and increase achievement. • decrease incidences of negative behaviour and raise self esteem • develop social skills, turn taking, speaking and listening. • enable children to talk about their feelings and emotions. 	<p>1 3 4</p>
<p>To support our ever increasing number of families with Social, Emotional and Mental Health Needs (SEMH) needs within the school:</p> <ul style="list-style-type: none"> • tailor communications to encourage positive dialogue about learning • regularly review how well the school is working with parents, • identify areas for improvement • offering more sustained and intensive support where needed • provide nurture through access to mentors and therapists including music & art; outdoor learning project lead; Kids Mentor Network <p>£30,000</p>	<p>EEF +4 Social and emotional learning</p> <p>Evidence suggests this approach will:</p> <ul style="list-style-type: none"> • improve the self-regulation of emotions and therefore benefit the wider development of the child. • address weaker social, emotional learning skills and improve mental health and academic achievement. • support children to engage in healthy relationships with peers and learn collaboratively. 	<p>3 4 5</p>
<p>Continue to provide enrichment experiences for learning and ensure they have the knowledge and cultural capital they need, to support them in reaching outcomes that will help them succeed in life including e.g. local trips, visits to the theatre, residential trips, music tuition and</p> <p>£20,000</p>	<p>EEF +3 Arts participation</p> <p>Evidence suggests this approach will:</p> <ul style="list-style-type: none"> • impact positively on academic outcomes in other areas of the curriculum. • improve spatial awareness, social skills and give pupils opportunities to apply their learning to new contexts. 	<p>3 5</p>

	<ul style="list-style-type: none">• increase positive attitudes to learning, motivation and wellbeing.	
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Total budgeted cost: £250,000 + £21,381 (tuition)

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 **2021 to 2022** academic year.

1. Disadvantaged children will achieve at least in line with national including the most able disadvantaged.

Due to COVID-19, performance measures do not exist for 2020 and 2021. 2022 saw the first return of National testing returning to schools.

End of EYFS

59% of children achieved a GLD. Progress in the prime areas and Literacy and Mathematics was strong from their starting points. PP children achieved less well than non-PP children in CL and Reading comprehension.

End of KS1

We are pleased that overall outcomes for our Year 2 children are above in reading and maths, and broadly in line in writing with national outcomes.
PP outperformed Non-PP in reading and maths.

End of KS2

We are pleased that overall outcomes for our Year 6 children are above in reading and writing, and broadly in line in mathematics with national outcomes.

63% of Y6 children = at EXS in Reading, Writing, GAPS and Maths compared with 59% nationally and 65% in London.

4 out of 11 36% of PP children also have SEND. This includes 2 children with EHCPs

EXS PP 80% in Reading; 73% in writing and 67% in maths

EXS Non-PP 100% in Reading; 69% in writing and 79% in mathematics.

Progress in writing for PP children across the school was similar to Non-PP but lower in reading and mathematics.

Nationally, the disadvantage gap index for KS2 has increased from 2.91 in 2019 to 3.21 in 2022.

Years 1,3,4 & 5

Attainment and achievement for PP children in reading, writing and mathematics remained below Non-PP children in Years 1 & 3.

Progress and attainment was very strong in Year 4 in RWM.

Progress was very strong in Year 5 but attainment is not yet in line with Age related expectations (ARE)

2. Children make accelerated progress with their language development.

SpLT trained teachers and support staff to better meet the needs of children identified with SLCN.

School invested in provision map so that children's progress can be monitored and the impact of targeted support evaluated.

In 2022/2023, the SpLT will deliver regular whole school training on particular SLCN relevant to our school and coach support staff to run interventions. The new SENDCo will be supported by the Senior Lead for Inclusion to ensure Provision Map is a useful tool.

3. Attendance: targeted pupils are achieving at least 96%

Our attendance continued to be impacted by Covid related absence in 2021/2022.

Overall our attendance was extremely low - **90.12%**

PP attendance in 21/22 was extremely low **88.40% %** compared with Non-PP **93.26%**

Only **32% of PP** children achieved our attendance target of 96%.

Individual pupils were targeted but some complex cases remained:

6 children PA due to exceptional circumstances.

4 children were rehoused a considerable distance away from school and were often late due to transport issues. 2 of these children have moved schools and 1 transferred to secondary school.

Some families overseas were unable to travel due to cancelled flights/covid status.

We did not remove children from our roll as communication was at times difficult. One family of 5 were referred in December before being taken off roll.

Improving attendance and punctuality continues to be a focus for the Year 2022/23. The school has accepted support offered by the local authority.

4. Vulnerable children & families receive appropriate support

Number of children receiving therapeutic support increased as the school hosted 3 student placements along with our own Music therapist

Number of children accessing Kids Network Mentors increased from 5 to 10. Self-esteem and self-confidence of these children visibly improved

Food, clothing and books were offered to families free of charge – regular uptake

Free uniform, breakfast, book bags, shoes were provided to families in need.

Behaviour and personal development across the school is strong and many children showed greater resilience than expected.

This provision will continue in 2022/2023 as well as exploring further support available within and outside LBHF. We also need to ensure we develop a young carers strategy as many of our children would qualify.

5. Lack of access to enrichment activities and cultural capital experiences

All children had at least one educational visit within London

All children accessed high quality music lessons with a music specialist

All children took part in food technology sessions with a professional chef working alongside their class teachers

Y6 children took part in an Into University week which raises their aspirations for the future and a non-residential Outdoor Adventure Week

Y6 attended Queens Club weekly for squash lessons

This provision will continue in 2022/2023 with an expectation of an increase in visitors and educational visits (post pandemic). In addition individual music tuition will be offered to a number of PP children in 2022/2023.