

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Norbury Hall Primary School
Pupils in school	460
Proportion of disadvantaged pupils	5.9%
Pupil premium allocation this academic year	£43,591
Academic year or years covered by statement	2020 - 2021
Publish date	
Review date	
Statement authorised by	Jacqui Ames
Pupil premium lead	Becky Wood
Governor lead	Nicola Jordan

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	100% made expected progress from KS1 (based on teacher assessment)
Writing	100% made expected progress from KS1 (based on teacher assessment)
Maths	75% made expected progress from KS1 (based on teacher assessment)

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading – 50%; Writing – 75% and Mathematics – 75%
Achieving high standard at KS2	0%
Measure	Activity
<p>Priority 1</p> <p>Ensure that the progress of pupil premium learners is carefully planned for and closely monitored particularly within the context of the national pandemic and the potential interruption of face to face schooling.</p>	<ul style="list-style-type: none"> <li>! Have a clear understanding of each PP child's attendance pattern in school since March 2020.</li> <li>! Encourage attendance at school by identifying PP children as vulnerable learners.</li> <li>! Where families choose for their children to stay at home develop a bespoke home learning offer to support these learners – this may include intervention work.</li> <li>! Where PP children are in school ensure quality first teaching meets the needs of learners and identify children who will receive specific</li> </ul>

	interventions to enhance and develop progress.
<p>Priority 2</p> <p>Ensure that teachers and the wider team work alongside the senior team to accurately assess and subsequently facilitate a personalised approach to learning for identified pupils</p>	<ul style="list-style-type: none"> <li>! Develop and refine assessment processes to ensure that progress is captured for all learners, including PP children.</li> <li>! Set expectation that we maintain progress measures for all children, including PP learners by the end of the summer term 2021. Instigate a programme of “catch up” for those children who may be falling short of this target – this may be face to face or remote intervention programmes.</li> </ul>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>! Quality first teaching meeting the needs of learners through skilful differentiation both face to face and remotely as required.</li> <li>! Relevant intervention in place – both face to face and remote as required e.g. phonics intervention, SERI, SALT programmes, tutoring</li> <li>! Mental health support in school facilitated through play therapy (KH)</li> </ul>
<p>Projected spending</p>	<p>£43,500</p>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve projected expectations or better for each child based on robust baseline assessments at the end of the EYFS or at the end of KS1	Summer 2021
Progress in Writing	Achieve projected expectations or better for each child based on robust baseline assessments at the end of the EYFS or at the end of KS1	Summer 2021
Progress in Mathematics	Achieve projected expectations or better for each child based on robust baseline assessments at the end of the EYFS or at the end of KS1	Summer 2021
Phonics	Internal assessment using PSC at Y1 – achieve in line with national average for 2019 and reflect school’s high historic performance in this check.	Summer 2021

### Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Carefully planned and executed personalised learning approach for PP children to ensure their progress measures are met.</p>	<ul style="list-style-type: none"> <li>! Accurate assessment of PP learners at key assessment points with clearly identified next steps to ensure progress.</li> <li>! Strategic discussion with members of SLT to ensure interventions / tutoring where needed are provided – this could be face to face or accessed remotely.</li> <li>! Discussion with parents and carers regarding additional home learning support – using a personalised approach to make this highly effective.</li> <li>! Progress of PP children monitored by PP lead teacher.</li> </ul>
<p>Priority 2</p> <p>Ensure that staff are offering a carefully differentiated programme of learning for PP children as part of the quality first teaching offer</p>	<ul style="list-style-type: none"> <li>! Use of accurate assessment to ensure next steps are identified and met through careful planning constructed by class teachers.</li> <li>! Phase team leaders and other members of the senior team to support staff to ensure planning plans for next steps for all.</li> <li>! A range of methods of differentiation used to support learners.</li> <li>! Additional adult support given to learners when needed.</li> </ul>

	! A level of achievable challenge within learning for all.
Barriers to learning these priorities address	Ensure assessments are accurate and inform next steps in learning. Ensure that interventions are carefully chosen and timely.
Projected spending	£15,500

### Wider strategies for current academic year

Measure	Activity
Priority 1 Continuing the school's philosophy of embedding mindfulness as a strategy for well being	<p>! Ensure new members of staff understand and embrace this integral element of school philosophy.</p> <p>! Ensure this philosophy is used consistently throughout the school, starting with our youngest learners.</p> <p>! School's play therapist to model good practice for staff and children alike.</p> <p>! All learners to be encouraged to use these strategies beyond the school day.</p>
Priority 2 Play therapist on site for four days each week	! Play therapist's programme of individual clients (PP children prioritised within this), group work, rolling programme of circles sessions with each class, support for teachers and parent community.
Barriers to learning these priorities address	<p>Developing and maintaining the resilience of learners particularly within the context of the pandemic.</p> <p>Ensuring readiness to learn for our most disadvantaged learners.</p>
Projected spending	£28,000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring quality first teaching meets the needs of PP learners.	Senior staff to support the teaching team with a differentiated approach to learning where personalisation is evident for PP learners. Use of staff training time to support this measure.
Targeted support	Ensuring the right children get the right intervention at the right time. Ensuring the intervention is delivered by well trained colleagues.	Regular dialogue through pupil progress monitoring to ensure PP children are identified and prioritised for interventions. Further training for members of the teaching assistant team to ensure capacity to deliver a range

		of needed interventions.
Wider strategies	Engaging the families facing the most challenges.	Regular dialogue with parents / carers from HT / DHT and AHTs as well as class teachers. This is in addition to the usual communication streams for all families. Involvement of other professionals and agencies if required.

### Review: last year's aims and outcomes

Aim	Outcome
Progress in reading and writing	Good improvement in disadvantaged pupil progress from 2019 – 2020 (At Year 6 100% of children made expected progress and 25% made more than expected progress)
Progress in mathematics	75% of Year 6 learners made expected progress across KS2. This progress measure was impacted by national lockdown measures.
Other	All identified learners accessed play therapy sessions. Mindful strategies formed the basis of work in school for all learners during all phases of lockdown using Zoom as a medium to allow this to continue.