

Pupil premium strategy statement 2024- 2026 Normanton All Saints CE (A) Infant School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces.

It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the difference between these children and their peers both at a school and at a national level.

School overview

Detail	Data
Normanton All Saints CE (A) Infant School	
Number of pupils in school	297 including nursery pupils
Proportion (%) of pupil premium eligible pupils	43 Pupil Premium pupils 4 post LAC 1 CiC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024- 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Headteacher Amy Stone
Pupil premium lead	Amy Stone and Leanne Hargrave
Governor lead	James Parkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,865
Recovery premium funding allocation this academic year	£1885
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	

Part A: Pupil premium strategy plan

Statement of intent

At Normanton All Saints CE (A) Infant School strong relationships between all members of the school community are at the centre of our school's vision. Through the strong curriculum offer, and the calm, safe and secure environment, the mental health and well-being of our young children remains at the forefront. Children will be explicitly taught about self-awareness, self-care and self-identity and will be provided with a 'tool kit' (strategies) which they can use to be resilient, flexible and to bounce back.

Our priority is to make sure that all children have access to high-quality first teaching involving explicit instruction, including modelling and formative assessment, and scaffolding. Teachers will understand and use pedagogical approaches based on cognitive load theory to ensure that newly taught knowledge is taught well and regularly revisited to be secured in the long-term memory. The impact of the carefully planned curriculum intent and implementation will be evident through what children know and remember.

All staff will be fully committed to ensure that every child leaves our school as a fluent reader who has experienced a wealth of high-quality texts and has developed a love for reading beyond the phonics offer. All teachers will be a strong reading teacher supported by our team of literacy specialists. We highly value the importance of reading and language development for all pupils in order for them to be successful, access and achieve highly across the curriculum. We will ensure that where children are at risk of falling behind, especially in phonics, swift, carefully planned and timely intervention support will be targeted clearly on the gaps. This will be monitored by expert leaders across the school.

The communication and language development will remain a strong driver of the school's curriculum. Where there is identified concern around delays in this area of development additional and accurately targeted intervention will be given alongside the expert advice of professionals.

We continue to see the impact of the Covid pandemic around our young children's language and personal, social and emotional development and their lower starting points. We are also seeing an increase in younger children identified with SEND. Carefully considered planning needs to be in place, alongside high quality adult interaction and early intervention, to ensure needs are identified and met and that teaching is correctly matched to developmental stages to enable progress.

Leaders will continue to prioritise the professional development of all staff, especially those new in their career, through well planned CPD and high-quality coaching and mentoring to enable them to have the right skills, knowledge and expertise to continuously improve practice and consequently improve outcomes for all pupils including those disadvantaged.

Our pupil premium strategy is driven by assessment of need of our pupils and we aim to intervene in the earliest of years to allow all pupils to thrive. Therefore, leaders are determined to ensure that every child attend school every day, which has been identified as a continued concern for our disadvantaged pupils. Through a collective whole school responsibility, we will be committed that our children are happy, safe and healthy and have positive social and personal experiences.

Challenges

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

Challenge number	Detail of challenge
1 Communication & language	Delays in speech, communication and language development and limited vocabulary in particular when the pupils start the school. This is impacting their progress in learning to read and write and is also then impacting their understanding across the wider curriculum.

2 SEND: Moderate and severe learning difficulties and Autism	SEND complexity and staff knowledge/resources and impact on academic progress. The school has a growing number of pupils with complex SEND needs in school. School have had to develop alternative provision to meet the needs of our children who may have in previous years been placed in specialist provision. This has been an increase in recent years and now places us above average nationally for EHCPs.
3 Attendance and persistently absence	Notable link between low attendance and low attainment. Continued concerns around disadvantaged and SEND pupils and persistent absence.
4 SEMH Self-regulation, low social and emotional development	Increase in pupil numbers with SEMH needs which is requiring targeted and specialist support. The gaps in social and emotional development are significant in children who were most affected in their 0-2 years as a result of the pandemic.
5 EAL	A change in the school population over recent years has resulted in an increased proportion of EAL pupils joining the school. These pupils are also often pupils who are persistently absent.
6 Lower starting points	Pupils who are disadvantaged often begin school with lower starting points than their peers especially in the prime areas of learning and at the end of the EYFS, although they have progressed, the gap still remains. This impacts in their reading and writing development, oracy and language development, mathematical understanding and their social and emotional development.

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
To raise standards in phonics and reading for all pupils including those disadvantaged. Pupils who are at risk of reading failure are identified early and targeted and regular intervention is enabling pupils to keep up. Pupils leave the school reading fluently and confidently and have a love for reading.	<p>Pupils who are disadvantaged make strong progress in reading and phonics and secure the PSC at the end of Y1 they benefit greatly from the timely interventions made by the school and leaders forensic use of assessment to teach to their challenge points.</p> <p>Disadvantaged pupils are exposed to a wide range of texts that develop their language acquisition and support them to acquire reading quickly and a love of books.</p> <p>Disadvantaged pupils benefit greatly from the teaching of reading in Year 2 through fluency practice and oral comprehension.</p>
As a result of expert teaching, a well-planned and sequential curriculum, based around the development of early speaking, communication and language and vocabulary, pupils develop proficiency in their spoken language.	<p>As a result of secure teaching of the wider curriculum that focuses on talk, disadvantaged pupils are able to talk well about what they know and remember.</p> <p>As a result of CPD teachers, including those new to their career, are well supported to meet the need of the lowest 20% of pupils including the disadvantaged.</p>

<p>Consequently, pupils achieve highly and they know more and remember more across the curriculum.</p> <p>Well planned, targeted and early support and intervention is given for identified pupils by well-trained and knowledgeable staff.</p>	<p>As a result of a well-planned curriculum disadvantaged pupils gain the cultural capital they need to thrive.</p> <p>Curriculum planning explicitly references the needs of those pupils in the lowest 20% and those pupils with significant SEND and states how these pupils will be scaffolded to succeed.</p> <p>As a result of targeted SALT and a strong universal offer for all pupils with SALT issues, pupils make good progress and are well supported to be successful.</p>
<p>All pupils, including those identified as disadvantaged, achieve highly in mathematics. This is as a result of expert teaching, strong leadership and a well-planned, sequential curriculum and assessment which focuses on teaching for mastery.</p>	<p>Well targeted planning, CPD and coaching leads to staff providing excellent scaffolding for pupils and targeted support for those with SEND. Teachers are confident and expert in teaching for mastery in maths.</p> <p>As a result, these pupils make strong progress, become fluent in maths and can explain their thinking using and demonstrating mathematical understanding, knowledge and vocabulary.</p> <p>Pupils who need a bespoke approach that is significant and different are well planned for and supported to make progress from their own starting points.</p> <p>SEND support is well tailored and pursues each pupils' outcomes on their EHCP or MSP.</p> <p>Outcomes in maths for disadvantaged pupils are strong both at the end of the EYFS and KS1.</p>
<p>There is a strong curriculum offer and whole school approach to ensure the social and emotional development of disadvantaged pupils is effectively supported in order to remove and overcome barriers to learning.</p>	<p>As a result of working effectively with external agencies, providing strong CPD for all staff, coaching from leaders and a proactive Thrive approach, pupils are well supported to be successful.</p> <p>Number of suspensions remains very low.</p> <p>Proportion of positive handling incidents reduces for individual pupils.</p> <p>Proportion of behaviour incidents recorded on CPOMs reduces.</p> <p>Proportion of on call requests for leadership support reduces.</p> <p>As a result of the use of the pastoral team around the family, families report that they are well supported by school.</p> <p>Consistent use of policies and plans leads to monitoring showing that the school is calm and orderly.</p> <p>Pupil voice indicates that they feel well supported and safe.</p> <p>The RSHE culture and the focus on mental fitness, physical fitness and social fitness leads to children having a greater understanding of how to manage their feelings and behaviours and they know how to self-regulate.</p>

<p>As a result of highly effective pastoral support and strong school-home relationships, disadvantaged pupils attend well. The persistent absence of disadvantaged pupils is reduced.</p>	<p>Attendance of disadvantaged pupils is closer to the national average and there is an improving trend.</p> <p>The proportion of disadvantaged pupils who are persistently absent has reduced.</p> <p>The proportion of pupil groups such as EAL who are PA is reduced.</p> <p>Early intervention and strong pastoral support are benefitting families and there is improvement in individual cases.</p>
<p>The support and provision for SEND pupils across the school is strong leading to these pupils making strong gains in learning against their individual outcomes.</p>	<p>As a result of the highly effective SENCO identifying children from an early age and securing the support from external providers, pupils are well supported to succeed.</p> <p>High quality and carefully planned CPD, alongside external outreach specialist support, leads to staff being highly effective in scaffolding learning and having high expectations for their children with additional needs. As a result, pupils with SEND have their needs met and they are included where appropriate in the whole class learning. Where the support required is more specialist and is additional and different to their peers, pupils with complex SEND pupils are well supported and make progress.</p> <p>Provision across the school has been carefully designed in order to meet need. Clear specific areas of provision support children to address the outcomes on their MSPs and EHCPs.</p>

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)

£50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD- Rosenshine principle training for new ECT teachers, newly trained HLTAs and SEND teaching assistants</p> <p>Review & implement internal consistency teaching guides linked to the teaching walkthrus</p> <p>Leaders to continue to monitor the impact of the CPD on teaching and learning in particular elements such as fluid groupings, scaffolding, instructional teaching, questioning. ECT mentor & AHT to weekly coach ECTs and newer teachers in delivery. External monitoring by SIA</p>	<p>Teaching Walkthrus- Instructional coaching linked to Tom Sherrington & Oliver Caviglioli</p> <p>Rosenshine principle approach, Mary Myatt Tom Sherrington and Chris Quigley</p> <p>Research around cognitive load theory</p> <p>EEF: SEN in Mainstream schools. Key recommendation Ensuring all pupils have access to high quality teaching</p>	1, 2, 6
<p>Coaching and CPD by senior leaders & external advisors focusing on teaching and learning</p> <p>At least 1 day external SIA each half term</p> <p>Reading- Weekly coaching by internal literacy specialists for phonics and reading- ECTs and support staff</p> <p>CPD through JCEH for reading leads and senior leads through half termly briefing and training sessions. Building the reading school conference attended by senior leaders</p>	<p>Andy Buck- Basic Coaching</p> <p>EEF impact of CPD on teaching & learning</p> <p>Teaching Walkthrus- Instructional coaching linked to Tom Sherrington & Oliver Caviglioli</p> <p>DfE The Reading framework</p> <p>Improving Literacy in KS1: Key Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.</p> <p>Ofsted- Bold Beginnings. Key finding reading at the heart of the reception curriculum</p>	1, 2, 6
<p>EYFS-</p>	<p>ELKLAN research</p> <p>Universally speaking</p>	1, 2, 5, 6

<p>2024-25 CPD programme delivered by Accomplish MAT for the EYFS lead and EYFS teaching staff</p> <p>Audits provided by JCEH and ELKLAN to support accurate self-reflection on provision and interactions in the EYFS</p> <p>Maths Hub EYFS programme</p> <p>½ day EYFS lead time to coach and support across the EYFS & support transition to Y1 focusing on play provision</p>	<p>Communication and language approaches EEF</p> <p>Voice 21</p> <p>DfE Securing strong foundations in the first years of school</p> <p>DfE Best start in life</p>	
<p>SEND- SENDCO to provide weekly coaching for teachers especially new to their careers and also to support the team of SEND teaching assistants</p> <p>Leadership development programme for all senior leaders delivered by LC SIA- Focus on SEND</p> <p>LC SIA to lead adaptive teaching for SEND for all staff inc support staff</p> <p>CPD for all staff by SENDCO, specialist staff and outreach specialist support provided</p>	<p>SEND code of practice</p> <p>SEN in mainstream schools – EEF</p> <p>The lone SENDCO – Gary Aubin</p> <p>DfE Securing strong foundations in the first years of school</p> <p>Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds</p>	<p>1, 2, 6</p>
<p>Maths CPD- Maths Hub training for all teaching staff for teaching for mastery- Release time for maths lead and teachers to complete training and implement in school</p> <p>Coaching and support by maths lead, maths lead to QA maths assessments termly</p> <p>Joint work & CPD with NJA</p>	<p>EEF- Improving maths in Early Years and KS1</p> <p>DfE</p> <p>Mastery maths research – NCETM</p>	<p>1, 2, 5, 6</p>
<p>High quality CPD for middle leaders led by Accomplish MAT for curriculum leadership</p> <p>Curriculum leaders to disseminate to others</p>	<p>Teaching Walkthrus- Instructional coaching linked to Tom Sherrington & Oliver Caviglioli</p> <p>Rosenshine principle approach, Mary Myatt</p> <p>Tom Sherrington and Chris Quigley</p> <p>Research around cognitive load theory</p>	<p>1, 2, 6</p>

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

£40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>'Keep up' 1:1 phonics and reading intervention for identified pupils across the school of reading failure</i></p> <p><i>All support staff to deliver this and coaching and monitoring by reading team (3 weekly assessment check by reading team)</i></p>	<p>DfE Reading framework</p> <p>EEF teaching & learning toolkits. One to one tuition and phonics and the positive gain in learning</p> <p>EEF Improving literacy. Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.</p> <p>EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions</p>	<p>1, 2, 5, 6</p>
<p><i>SEND targeted interventions for 1;1s and small groups around C&L, musical interaction, sensory, physical</i></p> <p><i>SEND specialist interventions- attention Autism, ROCK routines, PECs etc. CPD by SENDCO & external support</i></p> <p><i>Weekly 1 day out for SENDCO</i></p>	<p>EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions</p> <p>The Lone SENDCO</p>	
<p><i>S&L therapist (Leeds NHS) to be appointed in school every 2 weeks to focus on EYFS pupils & provide support and guidance to staff and families</i></p> <p><i>Identified SEND support staff to follow SALT programmes for focused children</i></p>	<p>Preparing for literacy (improving communication, language and literacy in the early years) (Recommendation- Use high quality targeted support to help children)</p>	<p>1, 2, 5, 6</p>
<p><i>Phonics breakfast clubs to target pupils to keep up. Cost of staff members to lead this and also planning time and coaching with reading lead</i></p>	<p>DfE Reading framework</p> <p>EEF teaching & learning toolkits. One to one tuition and phonics and the positive gain in learning</p> <p>Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.</p> <p>DfE Securing strong foundations in the first years of school</p>	<p>2, 6</p>

<p><i>Half termly parent support groups and workshops led by internal staff regarding identified areas</i></p> <p><i>Mastering maths parent workshop (5 week course) run by maths lead/ EYFS team</i></p> <p><i>SEND family coffee mornings each half term and external support gained</i></p>	<p>Working with parents to support children's learning. (EEF Guidance Report)</p> <p>EEF: Self-regulation and metacognition. Recommendation 2-explicitly teaching and modelling skills</p> <p>EEF: Early Years Toolkit. Parental engagement moderate impact</p>	<p>2, 3, 4, 5</p>
<p><i>Pre-teach and same day intervention for maths across the school including mastering number- release time for HLTAs and maths lead/ SLT to lead interventions</i></p> <p><i>QA maths assessments by maths team and to coach staff as necessary</i></p>	<p>EEF Teaching & Learning Toolkit- impact of 1:1 tuition and teaching assistant intervention/ small group tuition & very high impact of feedback</p> <p>EEF: Making Best Use of Teaching Assistants (Previous school involvement in this project)</p> <p>EEF Early Years Toolkit- Early number approaches very high impact for low cost</p> <p>Mastery maths approach research</p> <p>EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions</p> <p>DfE Securing strong foundations in the first years of school</p>	<p>2, 3, 6</p>
<p><i>Increased number of guided reading practice sessions across UFS, Y1 and targeted Y2 pupils- Additional adults to support this including HLTAs and SLT</i></p> <p><i>Coaching and monitoring of this</i></p>	<p>DfE: The reading framework</p> <p>EEF: Teaching & Learning Toolkit. Very high impact of reading comprehension strategies</p> <p>EEF: Improving literacy</p> <p>EEF: Making Best Use of Teaching Assistants (Previous school involvement in this project)</p> <p>DfE Securing strong foundations in the first years of school</p>	<p>1, 2, 5, 6</p>
<p><i>Literacy specialists to lead targeted UFS and Year 1 phonics group daily and guided practice reading sessions who require keep up (lowest 20% group)</i></p>	<p>DfE: The reading framework</p> <p>EEF: Teaching & Learning Toolkit. Very high impact of phonics intervention</p> <p>DfE Securing strong foundations in the first years of school</p>	<p>2, 3</p>
<p><i>SEMH targeted support in the classroom and through intervention by Thrive practitioners and leaders supported by external services</i></p> <p><i>Thrive pastoral support for families</i></p>	<p>EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions</p> <p>EEF: Self-regulation and metacognition. Recommendation 1& 2-explicitly teaching and modelling skills</p> <p>Working with parents to support children's learning. (EEF Guidance Report)</p>	<p>2, 3, 4</p>

	EEF Teaching and Learning Toolkit- The very high impact of metacognition and self-regulation	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

£10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics breakfast clubs to take place each morning for identified pupils at risk of reading failure and also poor attendance/ well-being concerns</i>	DfE Reading framework EEF teaching & learning toolkits. One to one tuition and phonics and the positive gain in learning Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.	3, 5
<i>Fully subsidised breakfast club places for identified pupils</i>	Working with parents to support children's learning. (EEF Guidance Report)	3, 4
<i>Fully subsidised milk for current FSM pupils</i>		
<i>One Life curriculum in place across the school linked to MHWB Morning routine embedded across the school to include mindfulness & journaling External SIA training every half term for One Life leader Termly coaching by trainer alongside NJA Parent training regarding One Life</i>	Improving social and emotional learning EEF EEF meta-cognition and self- regulation	1, 3, 4
<i>Daily attendance calls and support for families delivered by the learning mentor. SLT & Learning Mentor half termly attendance meetings. Work with EWO. Attendance initiatives and rewards.</i>	Working with parents to support children's learning. (EEF Guidance Report)	3, 4, 5
<i>Educational visits and visitors to school- whole or part subsidy for pupils</i>	Rosenshine principles, Chris Quigley	1, 3, 5, 6

Total budgeted cost: £100,000