

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium) over the next three years: 2022 - 25. The intent is to help improve the attainment of all 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	North Wootton Academy
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers.	2022/2025 3 Year Strategy
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	James Grimsby, Principal
Pupil premium lead	Michele Buschman, Deputy Principal
Governor / Trustee lead	Lee Smith, Governor lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395
Recovery premium funding allocation this academic year	£ 3915
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	£41,310

Part A: Pupil premium strategy plan

Statement of intent

Our vision at North Wootton Academy is that we are developing future ‘**Leaders for Lynn**’. With this in mind, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. All our pupils will be given knowledge and cultural capital opportunities to pursue their aspirations – The ‘**A**’ in our school **TEAMWORK** values.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and early identification is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- information with regard to potential barriers is passed to new teachers at the end of each academic year

We continue with a school culture to be forward thinking. Therefore, at the heart of our intent will be a focus upon achieving better than expected outcomes in EYFS and Key Stage One. With earlier identification and support, these pupils will be more likely to achieve higher outcomes by the end of Key Stage Two.

Challenges

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

Challenge number	Detail of challenge
1	<p>In July 2022, KS1 and KS2 pupil premium pupils achieving ‘expected’ standard results tended to be in line with or above National Averages. None of our KS2 pupil premium pupils at Jul 22 achieved ‘working above expected’ standard.</p> <p>Assessments, observations, and discussions with pupils indicate oral language skills in EYFS and KS1 and general vocabulary knowledge and grammar use throughout the whole school are lower for pupils eligible for PP than for other pupils. An increasing number of our PP children are also EAL – English as and Additional Language. This all slows reading progress in subsequent years and impacts writing in terms of fluency and vocabulary as well as the ability of PP children to achieve ‘better than expected’ standard across all subjects.</p>
2	<p>The education and wellbeing of many of our disadvantaged pupils were impacted by partial school closures to a greater extent than for other pupils. These findings were supported by national studies. The knock-on effect of lockdown continue despite the successes of the 2022 – 23 results.</p> <p>Knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing in both Key Stages still remain, so narrowing our gap in writing remains a priority. Earlier support is a key focus.</p>
3	<p>Weekly monitoring of home reading records shows pupils who are eligible for pupil premium appear to read far less frequently at home compared to those who are not. This often results in lower reading ability and progress. Quality first teaching, earlier support and peer tutoring is to be a key focus.</p>
4.	<p>Internal and external (where available) assessments indicate that mathematics greater depth attainment among disadvantaged pupils is below that of non-disadvantaged pupils - more so in KS2 PP pupils not achieving. Quality first teaching and earlier support is a key focus.</p>
5.	<p>Observations and discussions have revealed that low aspirations, independence and confidence are lower in some PP pupils, hence learning attitude is affected. Teachers will have extra time allocated on a one-to- one basis to address barriers to individual learning with each child.</p>
6.	<p>A number of PP pupils have additional needs that impact their overall learning such SEND, EAL, Medical and Social and Emotional.</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
<p>Improve oral and reading language skills throughout the school for pupils eligible for PP, particularly for those with EAL as an additional factor within the lower school.</p> <p>There are 8 PP KS1 2022-23 pupils. None of these are in EYFS or are EAL.</p> <p>However, our focus continues in our lower school to positively impact PP and EAL pupils in the next three years.</p>	<p>Pupils eligible for PP in EYFS classes make rapid progress so that all pupils eligible for PP meet age related expectations ie. 100% GLD.</p> <p>Year 1 phonics target of 100% pass rate.</p> <p>Pupils in Years 1-2 meet age related expectations or better in reading.</p> <p>This above and other success criteria below will all be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>A greater achievement and progress in early Literacy skills with pupils eligible for PP with this being sustained through the school to ultimately improve KS2 outcomes.</p> <p>Consistent revised spelling approach whole school.</p> <p>Earlier identification and support in place for those with potential to achieve greater depth standard.</p>	<p>Pupils in Years 3-5 meet age related expectations or better in reading.</p> <p>Pupils in Years 6 meet age related expectations in reading.</p> <p>With regard to achievement of Year 6 2022 - 23 reading greater depth, we acknowledge one pupil is EAL and another on our SEND register. We fully expect to be able to report good progress for all our PP pupils as was the case last year. However, KS1 results data and known barriers to learning suggest there will be no greater depth readers.</p> <p>Pupils achieve age related expectations or better in writing and GPS in each year group.</p>
<p>Improve mathematical understanding and attainment for all pupils eligible for PP – particularly KS2.</p>	<p>Pupils achieve age related expectations or better in maths in each year group.</p>
<p>Higher rates of greater depth attainment within all year groups for all eligible PP</p>	<p>Pupils eligible for PP identified earlier as high achievers in EYFS and KS1 and</p>

<p>children, with a focus on writing as this is a weaker area of attainment within the school.</p>	<p>lower KS2 to continue to achieve greater depth to meet their individual target. Focus on upper KS2 to achieve through regular pupil progress reviews and targeted support.</p>
<p>Pupils to participate in a wider range of activities and be given opportunities that may raise their aspirations and the way in which they view themselves within the school.</p>	<p>The percentage of pupils eligible for PP participating in each of the extra-curricular clubs and pupil committees will be monitored and SMT to take active steps to increase participation within all to ensure that these percentages are above the 10% of PP in the school.</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)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure any new staff are trained on developing oracy for pupils in EYFS and throughout school in vocabulary, reading and writing tasks. Other staff to have a reminder session in 2023-24.</p> <p>PP children in KS1 to use Mrs Wordsworth resources and those who are also EAL will use Easy Peasy Online App.</p> <p>KS2 to use Descriptosaurus resources and those who are also EAL to work with HLTA.</p> <p>Providing more formal opportunities for speaking and listening within the school especially drama, debate and critical thinking across the revised curriculum.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5</p>

	<p>The EEF highlight that arts participation can have some impact for a relatively low cost; it was felt the drama opportunities provide a way in which to possibly engage parents and children within a non-sporting activity; this would also support the wider development of the pupil language.</p>	
<p>All staff to be trained on the effective delivery of vocabulary-based pre-teaching of subject knowledge organisers to include Maths and English. This to be over the first three days of each half term.</p> <p>This will be developed to maximise progression by knowledge retention and making connections in learning.</p>	<p>One of the best understood principles of cognitive psychology is that novices learn and think differently to experts. <i>Epistemology or Pedagogy, That Is the Question</i> by Paul A. Kirschner</p> <p>Evidence suggests knowledge builds and needs to be 'sticky' - Knowledge Retrieval. We are training our children to move from 'novice' learners with bits of vocabulary to 'expert' learners making connections.</p>	1,2,3,4,6
<p>Provide high quality challenging text in lessons, library and home reading to promote 'Reading for Pleasure'.</p> <p>Oversee Peer Reading with Year 6 reading with PP children on a rota basis.</p>	<p>Children increase their enjoyment of reading through exposure to non-fiction. This broadens their pleasure for reading and widens their interests.</p> <p><i>'Every child has the right to 'Read for the joy of it ... Access NEW books in schools, libraries and bookshops.'</i> 'Cressida Cowell Children's Laureate 2021</p> <p>Collaborative learning proven in EEF to raise standards. A collaborative approach involves pupils working together in group small enough for</p>	1,3,5

	<p>everyone to participate on a collective task that has been clearly assigned</p> <p>Peer Tutoring/EEF Education Endowment Foundation</p>	
<p>All support staff trained on consistent methods of key skill support to ensure that intervention compliments the quality first teaching and the approaches used in the previous year.</p>	<p>Recommendation 4 of the EEF's Making Best Use of TAs highlights the Ensure TAs are fully prepared for their role in the classroom Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p>	All
<p>Drawings based approach rubrics being introduced across science and non-core subjects to assist assessment of all levels.</p>	<p>Conversations with our children demonstrate their understanding of their learning. We will equip our children with a means of annotating this understanding and our greater depth children will have the ability to demonstrate their learning in a more detail critical thinking style of writing.</p>	All

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using a Higher-Level Teaching Assistant to focus on language and pre-teaching in EYFS and KS1 There is also to be a focus on pre-teaching grammatical structures that may not be as developed</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3,5,6

in the child's spoken language.		
Continue to develop the targeted writing intervention building upon the earlier grammar and language work, using our Higher-Level Teaching Assistant in KS2.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	2,4,6
Mapping levels of academic need and ensuring access to small group intervention sessions on a daily/weekly basis to address these. Providing training to support staff to ensure that this compliments quality first teaching noting a reviewed approach to whole school spelling.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	All
Supporting the work of the Pupil Premium Champion to enable monitoring, training and support for all staff in ensuring that learning is being maximized for PP students. TAs & HLTA to work with individual and small groups of children. TA's to be given additional training to ensure they are equipped to deliver quality intervention.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. The following are our internal strategies which are evaluated for impact Intervention Maps which are regularly updated and adjusted as necessary. Intervention sessions by TA's are to be more integral running alongside the start of lessons to ensure a bespoke curriculum for our pupil premium children with this being specific to their individual targets.	1,2,4,6

<p>This to include our Sports Apprentice twice a week scheduled to read with KS1 PP and EAL children as a priority.</p>	<p>Monthly training of staff and reviews for PP pupils. Phase teachers to meet with teachers termly who then report to SMT. Teachers to meet with TA's and monitor intervention records/work. TA's trained in terms of intervention expectations 1x month.</p>	
<p>Key Stage 2 after-school booster clubs for pupil premium children in Reading, GPS and Maths - See Catchup Plan</p>	<p>The EEF states that parental engagement is consistently associated with academic success therefore after school booster clubs are an ideal way to greet these parents personally and discuss the child's learning in a more informal way. The booster clubs also enhance and embed learning that has previously been taught in class.</p>	<p>2,3,4,5,6</p>
<p>Engaging with the tutoring approach to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. This will focus upon in school tutors with existing staff who understand our approaches. - See Catch Up Plan</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,6</p>

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

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Get to know our PP pupils as individuals by continuously updating each student's fact file and inspiring them in one-to-one conversation to fully understand and counteract barriers to learning. Teachers to be allocated one hour per child to do this with their class covered by an HLTA.</p>	<p>Step 1 of the EEF is to 'diagnose your pupils' challenges and needs'. Each child is unique. We understand they will have different barriers to learning and we need to find out their interests and aspirations.</p>	<p>5,6</p>
<p>Ensure our pupils enjoy learning by termly pupil voice surveys with follow-up feedback sessions for each student.</p>	<p>Evidence from the EEF suggests that 'metacognitive strategies' can be one of the most beneficial ways to develop learning within the classroom. The school wishes to take snapshots of pupils' level of motivation and confidence within the school work and take proactive steps to address and identified issues.</p>	<p>5</p>
<p>Attendance will be consistently monitored and links with parents will be made.</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step. In the academic year 2021-2022 attendance rates for PP children were 93.34%. This needs to be maintained.</p>	<p>All</p>
<p>We organised a successful second Children's University graduation in July 2022. PP pupils to acquire cultural capital 'hours' that will lead to another graduation July 2023.</p>	<p>The proportion of disadvantaged pupils attending university fell nationally for the first time in a decade from the already disproportionately low number of 22% whereas nearly half of our PP children attended. Our monitoring showed the proportion of PP pupils attending external extra-curricular activities was low compared to our non-disadvantaged pupils.</p>	<p>5,6</p>
<p>Dedicated practitioner trained in both STRIVE and ELSA programme.</p>	<p>The Children and Young People's Mental Health Coalition (CYPMHC) notes that Pupil's mental health can</p>	<p>5,6</p>

<p>Deputy Principal to review and report back to Principal the pastoral progress on a termly basis.</p> <p>Continue with the new whole school Well Being Team overseen by our Pupil Premium Champion. These peers help address the mental health of some of our PP children.</p>	<p>greatly hamper their educational attainment and that disadvantaged pupils are most at risk. Therefore, they advocate 'the use of skilled counsellors/professionals who are valued by the children, thereby improving educational attainment, behaviour and social mobility'.</p>	
<p>Monitor and promote Arts participation to broaden experiences and cultural capital</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture.</p> <p>This Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p> <p>Arts Participation/EEF Education Endowment Fund</p>	<p>1 - 6</p>

Total budgeted cost: £ 41,500

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.

Our internal assessments of our pupil premium children for the academic year 2021-22 were 100% GLD (Good Level of Development) in EYFS and 100% at age-expected level in reading and maths in KS1. Writing age-expected level in KS1 was 75% due to one child not meeting this.

The performance of Year 6 showed they had made significant progress since KS1 with Reading and Maths being at expected standard except for one EAL pupil. The same EAL pupil did not meet the expected standard in writing. One other pupil also did not achieve expected standard in writing but this same pupil exceeded their target in Maths and Reading.

Broadly speaking, our pupil premium children met their individual targets at the end of KS1 and KS2 but our whole school tracking data as at July 2022 identifies that we need to explore the ways in which we ensure our more able pupil premium children can still excel. Earlier identification and support of these pupils and EAL pupils lower down the school is key to the future successes of our more able pupil premium children.

Our full time HLTA was tasked with KS2 pupil premium and EAL writing intervention last year. This intervention has been internally assessed as showing impact in pupil's work and will continue to form a big part of next year's strategy together with our part-time HLTA adopting a similar role in KS1.

As evidenced in schools across the country, previous Covid-19 school closure was most detrimental to our disadvantaged pupils. We remain mindful of this as we consider the historic data of Year groups particularly affected. The curriculum has been adapted for September 2022 onwards to include a vocabulary-based pre-teaching approach for next year.

Overall attendance in 2021-22 was 93.34%. We closely monitor attendance of some pupil premium pupils (8 as at Sept 22)

Take up of extra-curricular activities was successfully monitored. 75% of last year's Year 6 pupil premium attended Children's University. (We begin Sept 22 with 9% of eligible children attending Children's University, 56% of pupil premium children attending school clubs and 22% having music lessons.)

Where the impact of lockdown remained acute for disadvantaged pupils, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and are also focused on using pupil premium funding to listen to and get to know better each child's aspirations and goals in much more detail.

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
A National Scheme aimed to promote and reward each child's aspirations and exposure them to a rich variety of cultural capital experiences.	Children's University Almost a third of our pupil premium children were part of July 2022 graduation.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Additional academic support through a % of Teaching Assistants time targeted on their development • Provision of ELSA and THRIVE support when needed such as during deployment • Supporting with wider opportunities such as music lessons
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Additional support has enabled 100% of eligible pupils to maintain working at the expected level in their core subjects and therefore, this would be seen as impactful.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising further a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated if activities undertaken in previous years had the degree of impact that we had expected. As a result, we believe the strategies above are a direct response to key areas we need to focus on.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our approach and will adjust our plan over time to secure better outcomes for pupils.