

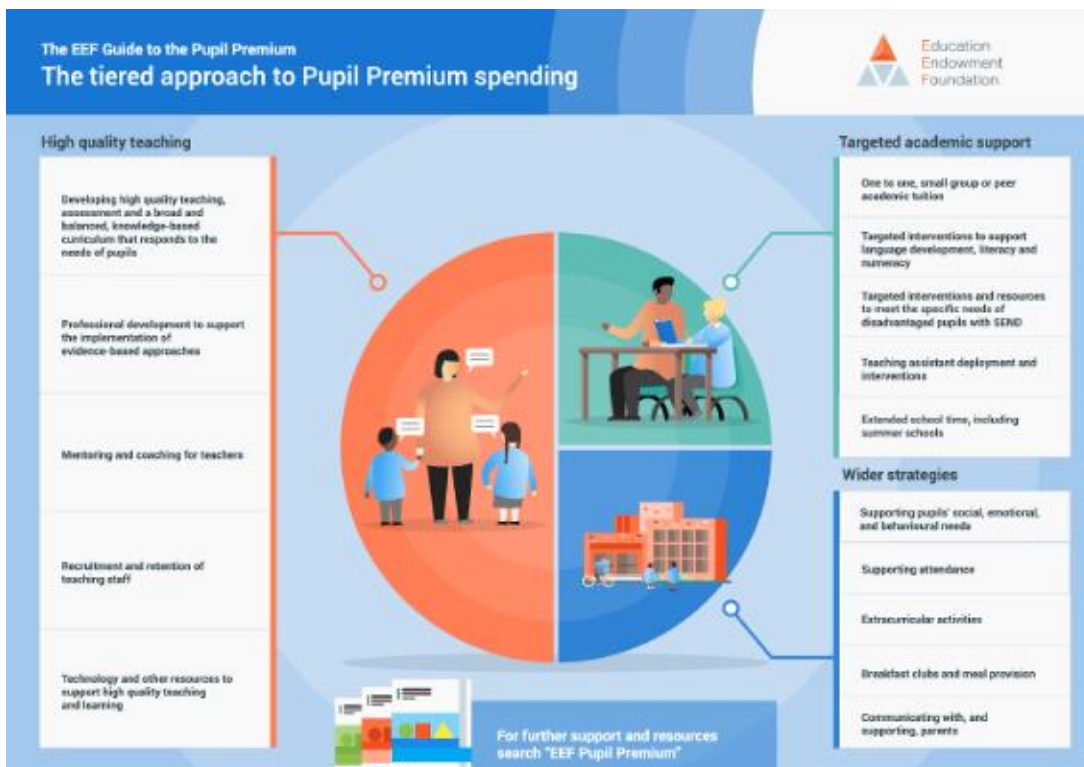


Norton and West Chinnock Schools' Pupil premium strategy statement 2024-2025

This statement details our schools' use of pupil premium funding to help improve the attainment of our disadvantage 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 had on the outcomes for disadvantaged pupils in our schools. Pupil Premium is received by each school, the detail of which is shown below.

Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

Detail	Data
Total number of pupils in school	Norton: 81 West Chinnock: 43
Proportion of disadvantaged pupils	Norton: 13% West Chinnock: 10%
Proportion of disadvantaged pupils who have SEND	Norton: 14% West Chinnock: 50%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025-2027/2028
Publish date	December 2024
Review date	December 2027
Statement authorised by	Jamie Caswell
Pupil Premium lead	Jamie Caswell
Governor lead	Tina Wilkes

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	Norton: £18,268 West Chinnock: £8,143
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Norton: £0 West Chinnock: £0
Total budget for this academic year	Norton: £18,268 West Chinnock: £8,143

Part A: Pupil Premium Strategy Plan

1. Statement of Intent – Over 3 Years

At Norton Sub Hamdon and West Chinnock Church Schools, we are dedicated to ensuring that all pupils can thrive and succeed. Our Pupil Premium strategy is designed to address the barriers faced by disadvantaged pupils and to ensure that no significant gaps exist between groups of pupils.

1. High-Quality Teaching as a Priority:

We recognise that high-quality teaching is the foundation of effective learning. Our aim is to ensure that all pupils have access to excellent teaching practises that are inclusive and tailored to meet diverse learning needs. This includes:

- Implementing flexible grouping strategies
- Using explicit instruction and cognitive strategies to enhance understanding
- Integrating technology to support learning
- Scaffolding learning to build confidence and competence

2. Targeted Academic Support:

We will provide targeted academic support to disadvantaged pupils through carefully selected interventions. This includes:

- Small-group and one-to-one interventions that complement high-quality teaching
- Training Teaching Assistants (TAs) to deliver tailored support for Pupil Premium children, ensuring that interventions are effective and responsive to individual needs
- Regular monitoring of progress to adapt support strategies as needed

3. Wider Strategies for Holistic Development:

Our approach extends beyond academic support to include wider strategies that promote overall wellbeing and engagement. These strategies include:

- Financial support for disadvantaged pupils to attend extra-curricular trips and visits, enriching their educational experiences
- Financial support for disadvantaged pupils to attend before and after school clubs
- Emotional Literacy Support Assistant (ELSA) services to support the mental health and resilience of disadvantaged pupils
- Opportunities for outdoor learning to enhance engagement and personal development

4. Promoting Reading and Literacy:

We are committed to ensuring that all disadvantaged children develop the skills to read fluently and foster a love of reading. This will be achieved through:

- Prioritising literacy across the curriculum, ensuring that all teachers understand how to support reading and writing in their subjects.

- Providing targeted vocabulary instruction to help pupils access and use academic language effectively.

5. Focus on Diversity and Inclusion:

- We will promote diversity across the curriculum, ensuring that all pupils see themselves reflected in what they learn and feel valued in our school community. This includes celebrating different backgrounds and fostering an inclusive environment.

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2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	Reading Proficiency: Some disadvantaged pupils exhibit lower levels of reading fluency and comprehension, impacting their overall academic performance.
2	Academic Attainment Across Subjects: Some disadvantaged pupils do not attend consistently across the subjects e.g. where they may have gaps in foundational knowledge.
3	Attendance Issues: There are higher rates of absence amongst disadvantaged pupils, including rates of persistent absence which leads to missed learning opportunities and widening attainment gaps
4	Social Isolation: Disadvantaged pupils may feel socially isolated from their peers, affecting their engagement and participation in school activities. Financial barriers may prevent disadvantaged pupils from participating in clubs, trips, and other enriching experiences that foster a sense of belonging.
5	Parental Engagement: Parents of disadvantaged pupils may face challenges such as time constraints, lack of understanding of the education system, or previous negative experiences with schools, limiting their engagement.
6	Well-Being and Emotional Support: Disadvantaged pupils may not have access to adequate emotional and social support systems, which are essential for their overall well-being and academic success.

3. Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
High-Quality Teaching	Evidence in 80% of observations demonstrate flexible grouping strategies; 90% of pupils report feeling supported.

Targeted Academic Support	100% of pupils in interventions show at least expected progress from starting points; 100% of progress monitored regularly.
Holistic Development	50% of disadvantaged pupils participate in extra-curricular activities; 70% of ELSA pupils show improved well-being.
Promoting Reading and Literacy	75% of disadvantaged pupils improve reading fluency; 90% of teachers feel equipped to support literacy
Diversity and Inclusion	100% of subjects reflect diverse perspectives with pupils feeling represented in learning environments.

4. Planned Activity in the academic year 2024-2025

This details how you intend to spend the pupil premium funding **this academic year** to address the challenges listed above:

Teaching

Budgeted Cost: Norton: £9,134 / West Chinnock: £4,071.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Development (CPD)	Investing in CPD for staff has been shown to improve teaching effectiveness and pupil outcomes (Yoon et al., 2007).	1, 2
Recruitment and retention initiatives	Targeted recruitment strategies can help attract high-quality teachers, particularly in challenging subjects (Sutcher et al., 2016). Implementing mentorship programmes and professional growth opportunities can enhance teacher retention (Ingersoll, 2001); associated costs of implementation of the Flourishing People Project.	1, 2

Targeted Academic Support

Budgeted Cost: Norton: £4,567 / West Chinnock: £2,035.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions	Research shows that structured interventions can lead to approximately	1, 2

	three to four months' additional progress when delivered effectively (EEF, 2023).	
Targeted Academic Support for Maths and English	High-quality targeted support in core subjects is crucial for narrowing the attainment gap (EEF, 2023).	1, 2

Wider Strategies

Budgeted Cost: Norton: £4,567 / West Chinnock: £2,035.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Support Programmes	Research indicates that wellbeing programmes can improve pupils' mental health and academic performance (Durlak et al., 2011).	1, 2, 5, 6
Attendance Monitoring and Support	Effective attendance strategies, including tracking and intervention, can lead to improved attendance rates (DfE, 2024).	3, 5
Behaviour Management Training for Staff	Training staff in effective behaviour management strategies can reduce incidents of poor behaviour and improve overall school climate (EEF, 2023).	2, 4, 6
Financial support for participation in trips and extra-curricular activities at school	Evidence-based interventions such as targeted tutoring and wellbeing programmes, significantly improves educational outcomes for disadvantaged pupils by addressing their specific needs and barriers to learning (EEF, 2024)	2, 3, 5, 6

Total budgeted cost: Norton: £18,268 & West Chinnock: £8,143

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that your pupil premium activity had on pupils in the 2023 to 2024 academic year. *It is important to exercise caution when interpreting this data, as the small cohorts of disadvantaged pupils may lead to fluctuations in performance that do not necessarily reflect broader trends or outcomes. Leaders have produced case study exemplars to show progress impact for individual pupils.*

1. Norton-sub-Hamdon

Assessment (2023/24)	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %	Disadvantaged Pupils (MAT) %
EYFS Profile GLD	100	72	52		49
Year 1 PSC	50	85	68.3	83	60
MTC (% 25/25)	0	40	21	33	14
KS2 RWM EXS+	33	83	45	67	38
KS2 R EXS+	67	83	62	79	59
KS2 W EXS+	67	83	58	78	50
KS2 M EXS+	33	83	59	79	48
KS2 RWM GDS	0	8	3	10	
KS2 R GDS	0	34	18	33	
KS2 W GDS	0	8	6	16	
KS2 M GDS	0	25	13	29	
Attendance 23/24	90%	95.7	91.8	95.2	91.5
Persistent Absence 23/24	41.7	1.5	29	11	24
Suspensions (total number of sessions for 23/24)	0	2			

2. West Chinnock

Assessment (2023/24)	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %	Disadvantaged Pupils (MAT) %
EYFS Profile GLD	-	100	52		49
Year 1 PSC	-	80	68.3	83	60
MTC (% 25/25)	0	22	21	33	14
KS2 RWM EXS+	100	50	45	67	38
KS2 R EXS+	100	37.5	62	79	59
KS2 W EXS+	100	37.5	58	78	50
KS2 M EXS+	100	50	59	79	48
KS2 RWM GDS	0	0	3	10	
KS2 R GDS	100	20	18	33	
KS2 W GDS	100	0	6	16	
KS2 M GDS	0	16	13	29	
Attendance 23/24	91.5	94.9	91.8	95.2	91.5
Persistent Absence 23/24	20	15.4	29	11	24
Suspensions (total number of sessions for 23/24)	0	0			

3. Commentary/Analysis

It is important to exercise caution when interpreting this data, as the small cohorts of disadvantaged pupils may lead to fluctuations in performance that do not necessarily reflect broader trends or outcomes. Leaders have produced case study exemplars to show progress impact for individual pupils.

In the academic year 2023/24, the performance of disadvantaged pupils at Norton Sub Hamdon and West Chinnock shows areas of strength (particularly EYFS at Norton and KS2 outcomes at West Chinnock). The data highlight significant challenges, particularly when comparing pupils to their non-disadvantaged peers and national averages.

The Early Years: 100% of disadvantaged pupils at Norton achieved a Good Level of Development (GLD), significantly higher than the national average of 52% for disadvantaged pupils.

Key Stage 2 (KS2) Assessments:

Reading: 67% of disadvantaged pupils achieved this standard at Norton and 100% at West Chinnock, which is above the national average of 62% for disadvantaged pupils.

Writing: 67% of disadvantaged pupils met the standard at Norton and 100% at West Chinnock, also above the national average of 58%.

Maths: 33% of disadvantaged pupils achieved this standard, below the national average of 59%. This compares to 100% of disadvantaged pupils at West Chinnock.

Greater Depth Standard (GDS): 100% achieved GDS in reading and writing at West Chinnock.

Attendance and Behaviour:

Attendance Rate: Disadvantaged pupils had an attendance rate lower than the rate for non-disadvantaged pupils, comparable to the national average of 91.8% for disadvantaged pupils.

Persistent Absence: The persistent absence rate for disadvantaged pupils is high compared to non-disadvantaged pupils and an area of continued focus particularly at Norton.

Target Outcomes and Strategy Analysis:

What is Working Well:

- The strong performance in EYFS suggests effective early intervention strategies
- Outcomes in writing throughout the schools indicate that targeted literacy interventions have led to positive outcomes
- The 100% achievement in KS2 RWM EXS+ at West Chinnock indicates that the strategies in place for core subjects are effective

- The absence of suspensions for disadvantaged pupils reflects a positive school culture and effective behaviour management strategies

Areas for development:

- Mixed performance in some areas including maths indicates a need for enhanced focus on foundational skills.
- The ongoing implementation of targeted interventions has significantly contributed to improving attendance rates throughout the year, bringing them closer to the threshold for non-persistent absence. As we continue to refine and enhance these approaches, we aim for improvement in attendance and overall pupil engagement.

Conclusion

At Norton, there are some positive indicators, particularly in early years and writing. However, the performance of disadvantaged pupils in 2023/24 highlights of renewed focus in maths and attendance.

At West Chinnock, the performance of disadvantaged pupils in 2023/24 shows significant strengths, particularly in key stage assessments, with 100% meeting the expected standards in reading, writing, and maths.

The schools must continue to focus on high-quality teaching in core subjects and robust attendance interventions to ensure that disadvantaged pupils can achieve their full potential. Further analysis of the barriers to attendance, adoption of the Trust’s Attendance Strategy and targeted support for maths will be essential moving forward.

This assessment of the previous Pupil Premium strategy (2021-2024) indicates that while some outcomes were met, there is a pressing need for a renewed focus on attendance, particularly in light of the ongoing impacts of the pandemic.

Review of expenditure 2023/24

Total Pupil Premium Allocation between the schools in 2023/2024 = £33,685

1. Teaching		
- Improved teaching quality led to enhanced engagement and understanding in lessons for all pupils, including those not eligible for Pupil Premium (PP). - Increased attainment in core	- Continuous professional development for teachers is essential. - Collaborative planning improves overall teaching quality. - Will continue this approach for sustained improvement.	£8,400

subjects, with noticeable progress in reading and writing.		
2. Targeted Academic Support		
<ul style="list-style-type: none"> - Small group TA/HLTA support resulted in progress for disadvantaged pupils from different starting points, with many achieving expected standards of above in reading, writing, and maths. - Non-PP pupils also benefited from support. 	<ul style="list-style-type: none"> - Tailored interventions based on diagnostic assessments are crucial. - Regular monitoring of progress enhances effectiveness. - Will continue with targeted support and expand based on assessment. 	£19,700
3. Wider Strategies		
Outcomes and Impact	Lessons learned	Cost
<ul style="list-style-type: none"> - Increased attendance rates for disadvantaged pupils, approaching non-persistent absence thresholds. - Enhanced social and emotional support led to improved behaviour and engagement across the school community, benefiting all pupils. -Pupils have accessed trips including residential, before and after school extra-curricular activities to increase overall participation and engagement. 	<ul style="list-style-type: none"> - Addressing specific barriers to attendance is effective. - Engaging families in support initiatives is vital. - Will continue with wider strategies to support attendance and wellbeing. 	£5585