

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Normandy Village School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	16.4
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jonny Franks
Pupil premium lead	Jonny Franks
Governor / Trustee lead	James Finch

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,648
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,648

# Part A: Pupil premium strategy plan

## Statement of intent

Normandy Village School believes all children should be provided the opportunity to meet their fullest potential and strives to support all children, regardless of circumstance and need, to achieve this:

### Objectives

- **Adopt a whole-school approach to addressing disadvantage**, regardless of cohort size, ensuring it is deeply integrated into all aspects of the school's operations.
- **All staff share responsibility for the outcomes of disadvantaged pupils**, raising expectations through high-quality teaching that identifies, understands, and overcomes barriers to success for every child.
- **Our goal is for all pupils to make accelerated progress** and achieve their full potential across all subjects.
- **There is a school-wide understanding of the unique needs of pupil premium children**, with additional resources, targeted teaching, and focused efforts aimed at addressing these individual needs.
- **We place a strong emphasis on professional development** to enhance teaching quality, benefiting all students, particularly those from disadvantaged backgrounds.
- **We aim to inspire and motivate pupil premium pupils** by fostering a love of learning through a well-rounded curriculum and enriching experiences that build their cultural capital.
- **Interventions and support are carefully targeted** to improve overall progress, with a particular focus on emotional development.
- **Recognizing that high-quality teaching is key**, we prioritize support in areas where disadvantaged pupils need it most, as this has the greatest impact on closing the attainment gap.
- **We implement a range of writing support strategies** to increase the percentage of students achieving or exceeding expected levels.

### Strategies

The strategic and focused use of pupil premium funding will help Normandy Village School achieve its goal of ensuring all pupils reach their full potential. To accomplish this, we will ensure that the funding is directed towards the groups of pupils it is intended for, with a

clear focus on making a meaningful impact on both their educational and emotional outcomes. Our approach will include:

- **Enhancing oracy skills and vocabulary**, which are crucial for closing the achievement gap. These skills enable pupils to access the full curriculum, participate in all aspects of school life, and succeed beyond the classroom. Key abilities such as listening to instructions, speaking confidently, expressing ideas clearly, collaborating with peers, and articulating thoughts are essential for academic success and personal growth.
- **Curriculum development** that is grounded in a clear understanding of cultural capital and educational principles, with high expectations for all children’s achievement.
- **Additional targeted support** for some disadvantaged pupils, including strategies like focused teaching, pre- and post-teaching sessions, and tailored interventions. These actions will be measurable, targeted to individual needs, and time-bound to ensure effectiveness.
- **Engagement with families and the wider community**, fostering an environment where children can thrive both at school and at home.
- **Closing the attainment gap** between disadvantaged pupils and their peers by creating tailored support packages that accelerate their progress.
- **Supporting and nurturing pupils from armed forces families**, helping them navigate the unique challenges they may face, ensuring they are fully supported emotionally and academically.

## Challenges

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

Challenge number	Detail of challenge
1	Low attendance and punctuality issues are an issue and these can affect all support needed but especially access to accelerated learning needed to close the gap to the child’s potential.
2	Access to interventions and time available for all groups/individuals can be restricted through poor punctuality and attendance and this in turn can restrict the access children to have these and progress therefore remains limited to these challenges.
3	Social and emotional needs and maximising access to ELSA support for vulnerable groups. Many families have a high level of need and access to emotional support may have a limited affect if attendance or punctuality is poor or access to the specialist support is limited due to volume of need
4	Low expectations of engagement / access of families and pupils: A proportion of families and pupils have poor social and emotional health/well-being. Therefore, fostering a positive attitude to learning,

	having a positive self-image, greater resilience (both inside and outside of the classroom) and increased emotional intelligence is critical to ensure that all of our children are ready to learn.
5	Adequate time for staff professional development, access to training, timetabling and resource management. Ongoing training in school and resource issues can delay training for exiting and new staff.
6	Engaging families requiring most support through home school liaisons and support packages which aims to increase participation as many families have a poor engagement levels with school and this can restrict the child's development of a positive relationship with learning.
7	Supporting attendance issues including absence due to medical or mental health challenges for children and families.

## 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 ensure our whole school strategy is embedded into our local offer and understood by all school practitioners.	<ul style="list-style-type: none"> <li>Equity evidenced in our local offer for all children.</li> <li>All practitioners including ECT/+1 and incoming staff can effectively adapt learning for all groups of children, upskilled through high-quality PD.</li> </ul>
<p>Improve the percentage of PP children achieving expected standard by the end of the year. Focus intervention on children who are identified through aspirational targets.</p> <p>Ensure high prior attaining pupils make good progress and to ensure maintained or better end of year attainment. At the end of the school year, they achieve greater depth in subjects identified as being higher achievers in.</p>	<ul style="list-style-type: none"> <li>Through teaching and feedback, we have promoted metacognition and self-regulation by all children.</li> <li>PP children have been included in additional teaching by highly experienced teachers. Focus groups introduced and prioritised.</li> <li>Half termly data and pupil progress meetings reflect improvement in 80% of PP children achieving expected or better by the end of the year.</li> </ul>
Disadvantaged children who have been identified make accelerated progress:	<ul style="list-style-type: none"> <li>Evidence based interventions including Language Link and</li> </ul>

<p>Improved Speech and Language skills across EYFS (leading to an improvement of PP children meeting GLD by the end of reception). Targeted children achieve expected standard in Year 1 phonics and Year 2 catch up.</p> <p>Improvement in PP outcomes in KS1 in reading, SPAG and writing.</p> <p>Use resources effectively to provide targeted additional support for PP children with SEN.</p>	<p>Precision Teaching are being utilised throughout the school. These resources have been used well to impact as many children as possible.</p> <ul style="list-style-type: none"> <li>• In year 1, targeted support for phonics and reading has raised attainment of PP children.</li> <li>• Targeted children passed phonics screening by the end of Year 2.</li> <li>• End of year data and pupil progress meetings reflect 90% of PP achieving age related expectations is in line with non-pupil premium data.</li> <li>• EYFS results July 2025 reflect an improvement of PP children meeting age related expectations.</li> <li>• PP outcomes in KS1 reading and writing is in line with their peers.</li> <li>• Increasing percentage of PP children achieving 100% in the year 4 times tables check</li> </ul>
<p>Use resources effectively to provide targeted additional support for PP children with SEN.</p> <p>School attendance rates to exceed that of the national average for primary schools.</p> <p>Children from vulnerable groups better represented in school trips, enrichment visits and extra-curricular activities.</p> <p>Children from vulnerable groups make accelerated progress to close the gaps left from COVID-19 part school closures.</p>	<ul style="list-style-type: none"> <li>• Pupil progress meetings successfully impacting provision planning in all year groups.</li> <li>• SENCo and assessment leads have monitored data throughout the year – this data to show children from vulnerable groups making accelerated progress.</li> <li>• Attendance monitored regularly by SENDCo, subject leads and HT to ensure appropriate support is in place</li> <li>• Attendance for key children improved.</li> </ul>
<p>To support disadvantaged children to develop their social and emotional wellbeing so that they have increased confidence and resilience in all aspects of being a successful learner, communicator and citizen, both in and outside of school.</p>	<ul style="list-style-type: none"> <li>• Increased participation in extra-curricular activities so that all eligible disadvantaged children who want to participate are given the opportunity to attend all school trips and organised activities which incur costs</li> <li>• Increase number of PP children</li> </ul>

	<p>participating in the extra-curricular activity</p> <ul style="list-style-type: none"><li>• Increased participation of disadvantaged children in wrap around care in school to support attendance and punctuality.</li></ul>
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## 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

Budgeted cost: £25,336.8

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>- Extended mentoring process to be implemented using the Subject leads, senior teachers and SLT.</li> <li>- Rigorous School Effectiveness Programme to continue to support all staff through regular observations.</li> <li>- Implement ECF training and provide high quality CPD through our work as part of the academy</li> <li>- Monitor progress and identify any necessary support through termly pupil progress meetings and the staff appraisal process.</li> </ul>	<ul style="list-style-type: none"> <li>- Disparity between attainment of PP and non PP children in average scaled scores.</li> <li>- Quality first teaching is especially significant for children from disadvantaged backgrounds.</li> <li>- ECF underpinned by strong evidence base as referenced in <a href="#">The Early Career Framework</a></li> <li>- Using the Pupil Premium: guidance for school leaders (March 2022)</li> </ul>	1,2,3,4,5
<ul style="list-style-type: none"> <li>- Additional teachers providing focus group teaching across years 2,5 and 6</li> </ul>	<ul style="list-style-type: none"> <li>- Supporting quality first teaching and targeting gaps in learning and a range of learning styles enabling greater than expected progress to close the gap</li> </ul>	1,2,4,5
<ul style="list-style-type: none"> <li>- Rigorous School Effectiveness Programme to continue to support all staff through regular observations.</li> <li>- Monitor progress and identify any necessary support through termly pupil progress meetings and staff appraisal process.</li> <li>- Provide staff at all levels with high quality CPD</li> </ul>	<ul style="list-style-type: none"> <li>- Metacognition and self-assessment was listed in the Teaching and Learning Toolkit by the EEF as being based on extensive research, being very low cost and high impact.</li> <li>- EEF guidance report: Effective Professional Development</li> </ul>	1,2,3,4

(including facilitation and delivery of ECF and new NPQs).	<ul style="list-style-type: none"> <li>- Research from the NFER shows that a whole school ethos of high attainment for all pupils, high quality first teaching and meeting individual needs are the most effective ways to ensure disadvantaged pupils achieve highly.</li> <li>- Using Pupil Premium: guidance for school leaders (March 2022)</li> </ul>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7132.9

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Mentoring and training by subject leaders to support class teachers in providing appropriate challenge and increasing EXS attainment levels.</li> <li>- Within Year 6, targeted support led by teachers/LSAs to focus on high attaining pupils.</li> <li>- Class teachers, during pupil progress meetings, to identify pupils who are expected to attain GDS at the end of Key Stage 2, adapting planning sequences where necessary.</li> <li>- Through focus teaching targeted children below EXS to achieve EXS by the end of KS2</li> <li>- Train school staff on use of FFT Aspire to support data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>- Research based interventions address specific needs</li> <li>- Quality first teaching is especially significant for children from disadvantaged backgrounds</li> <li>- Intervening with pre and post teaching and personalised learning, will enhance access to the curriculum. ELT support in the afternoon to close gaps.</li> <li>- <i>EEF Teacher Feedback to Improve Pupil Learning</i></li> </ul>	1,2, 4, 5, 7

<ul style="list-style-type: none"> <li>- SENDCo trained staff to support with provision mapping and interventions</li> <li>- SENDCo and SLT to review provision half termly and feedback to year leaders.</li> <li>- SENDCo, assessment leads and HT to review attendance and feedback to year leaders and support to ensure appropriate support is in place</li> </ul>	<ul style="list-style-type: none"> <li>- Using Pupil Premium: guidance for school leaders (March 2022)</li> </ul>	
<ul style="list-style-type: none"> <li>- Weekly Additional Academic Support for Year 1 Phonics and Year R Phonics through Focus Group and weekly Year 1 Phonics support.</li> </ul>	<ul style="list-style-type: none"> <li>- Current Ks1 Phonics Data shows a gap between PP and Non-pp children.</li> </ul>	2,4

## Wider strategies

Budgeted cost: £11,178.3

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>- Implement use of half termly analysis of PP engagement and opportunities to increase levels of engagement and opportunities</li> <li>- Review extra-curricular and enrichment engagement as part of termly pupil progress meetings.</li> <li>- Target opportunities based on the feedback from engagement tracker and pupil progress meetings</li> <li>- Encourage uptake for extra-curricular activities by class teachers and year leaders.</li> <li>- Opportunities for enrichment made available to children eligible for PP especially those who are higher attaining.</li> <li>- Investigate reasons for children not attending school trips especially residential to enable the school to subsidise where necessary.</li> <li>- Individual invites for enrichment opportunities, clubs and intervention and follow up from CTs, SLT and SENDCo.</li> </ul>	<ul style="list-style-type: none"> <li>- EEF Guide to pupil premium</li> <li>- Increased levels of vulnerable pupils and the impact of economic hardships within our families</li> <li>- Measured increase of applications of food bank and uniform requests</li> <li>- HSLW to assess the need for financial support for residential and school trips/visitors and clubs. Follow this up with funding applications over and above PP funding to support as needed</li> </ul>	1,2, 3, 4, 6, 7

<ul style="list-style-type: none"> <li>- Rigorous programme of personalised learning to include ELSA and Language Link interventions.</li> <li>- Review social and emotional needs in meetings each week.</li> <li>- SENDCo to monitor ELSA uptake.</li> <li>- Individual invites for enrichment opportunities, clubs and intervention and follow up from CTs, SLT and SENDCo.</li> <li>- Train additional ELSA to support with growing need.</li> <li>- Learning Support Assistants to complete training including TA development programme with Anspear (teaching school hub) which covers elements of engagement and emotional support.</li> <li>- SENDCo training program though TA meetings weekly to cover interventions and emotional regulation support</li> </ul>	<ul style="list-style-type: none"> <li>- Research based interventions address specific needs.</li> <li>- Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)</li> <li>- ELSA support as needed following initial assessment of need from DSL.</li> <li>- Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the differences and gaps in learning.</li> <li>- EEF Guidance: Improving Social And Emotional Learning in Primary Schools.</li> <li>- Using Pupil Premium: guidance for school leaders (March 2022)</li> </ul>	<p>1, 2, 3, 4, 5</p>
<ul style="list-style-type: none"> <li>- Offer of free Breakfast and Wrap Club to support families to get children into school,</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance of Breakfast club for PP chn increases.</li> <li>- Attendance overall of PP chn increases and PA percentage decreases.</li> </ul>	

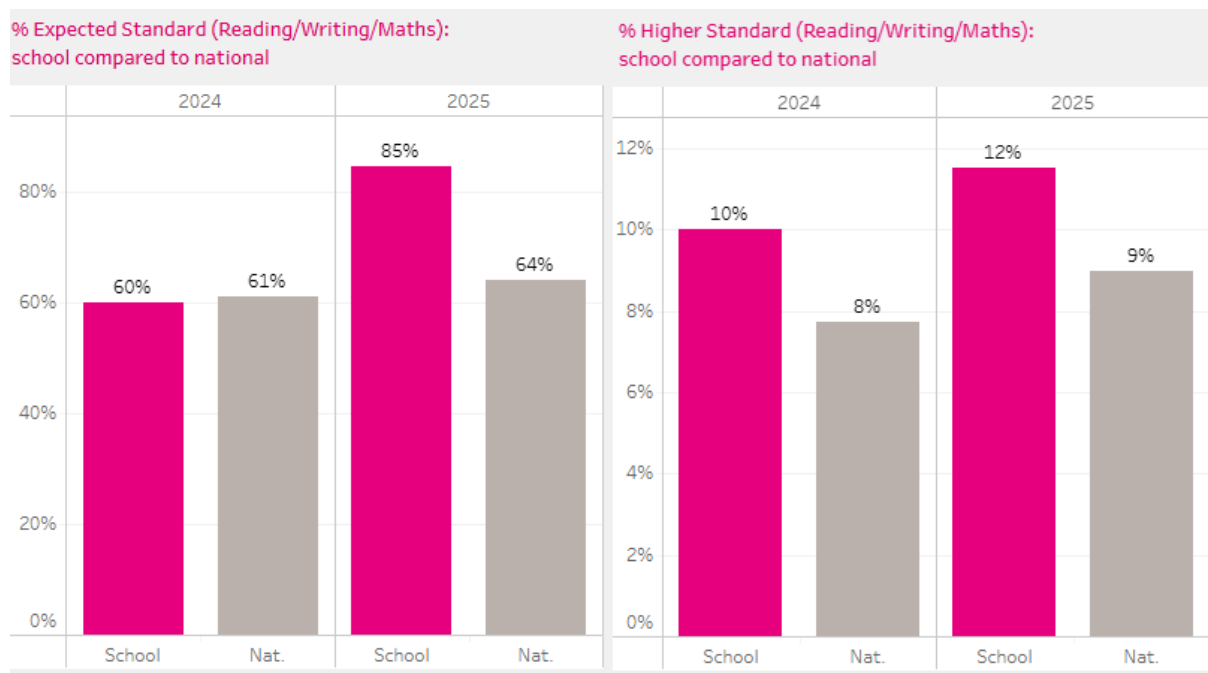
**Total budgeted cost: £ 40,453**

# Part B: Review of outcomes in the previous academic year 2024-2025

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Ks2 Outcomes:

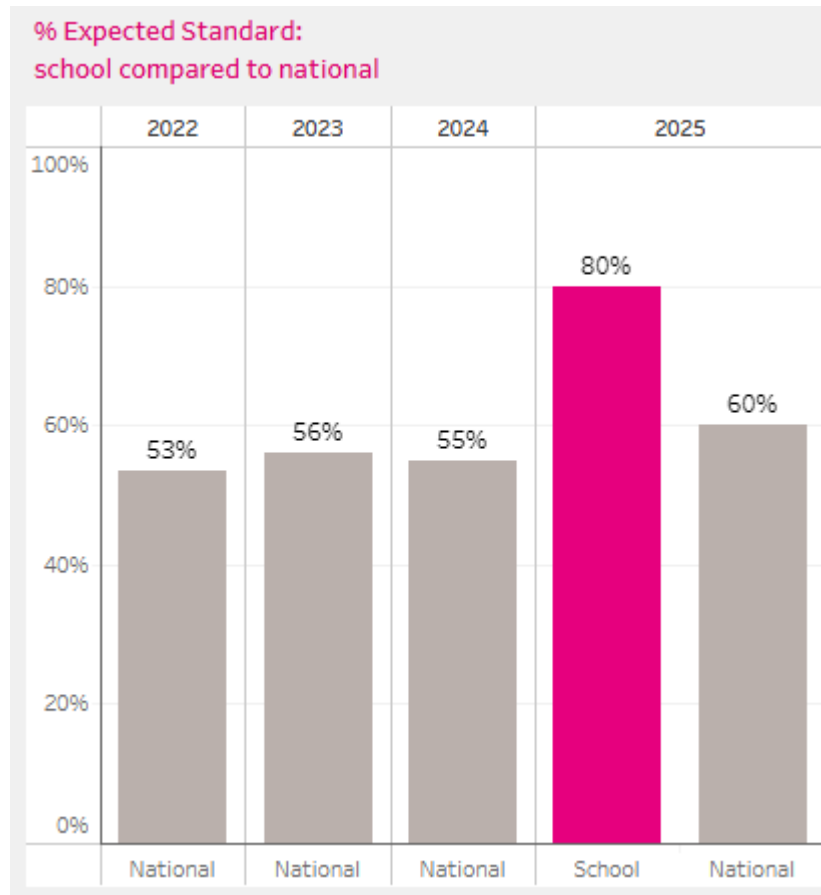


## Pupil Premium Attainment:

Pupil groups	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
All pupils	4	103.8	+4.5 ●	97.0	+3.0 ●	103.0	+3.9 ●	98.8	+1.6	●
<b>Gender</b>										
Male	4	103.8	+4.5 ●	97.0	+3.0 ●	103.0	+3.9 ●	98.8	+1.6	●
<b>EYFS Prior Attainment Band</b>										
Lower	4	103.8	+4.5 ●	97.0	+3.0 ●	103.0	+3.9 ●	98.8	+1.6	●
<b>FSM6</b>										
FSM6	4	103.8	+4.5 ●	97.0	+3.0 ●	103.0	+3.9 ●	98.8	+1.6	●
<b>SEND</b>										
Support	1	114.0	+12.7 ●	103.0	+7.3 ●	115.0	+13.3 ●	110.0	+10.9 ●	●
Not SEN	3	100.3	+1.8	95.0	+1.6	99.0	+0.8	95.0	-1.4	●
<b>EAL</b>										
Not EAL	4	103.8	+4.5 ●	97.0	+3.0 ●	103.0	+3.9 ●	98.8	+1.6	●

Above outcomes show an average Value Added of 3.8 for our Pupil Premium cohort at the end of Ks2 across reading Writing and Maths. Non-pupil Premium average value added is 2.9 showing our Pupil Premium Cohort closed the gap completely to our non-PP cohort.

## Ks1 Outcomes:



## Pupil Premium Outcomes:

**Pupil groups compared with 'Like-for-Like' FFT national average**

	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff
All Pupils	30	103.9	+1.4	104.0	+1.8	103.8	+1.5
Female	16	102.8	+0.4	103.6	+0.8	102.0	+0.3
Male	14	105.3	● +2.8	104.6	● +3.0	106.0	● +3.1
FSM6	5	100.8	+0.9	101.2	+1.6	100.4	+0.8
Not FSM6	25	104.6	+1.4	104.6	+1.6	104.5	+1.4
Support	3	96.0	-1.1	92.0	● -4.2	100.0	● +2.8
EHCP	1						
Not SEN	26	104.8	+1.4	105.4	● +2.1	104.2	+0.9
Autumn	12	106.4	● +2.7	105.8	● +2.3	106.9	● +3.3
Spring	7	104.0	+1.5	105.3	● +3.0	102.7	+0.4
Summer	11	101.4	+0.4	101.5	+0.8	101.4	+0.6

Above outcomes show an average Value Added of 1.1 for our Pupil Premium cohort at the end of Ks1 across reading Writing and Maths. Non- pp Average value added across Reading, Writing and Maths is 1.4, so we have made good progress in closing this gap.

## 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*

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

Measure	Details

## Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

The range of provision:

- *Achievement and standards.* We will use additional class-based or intervention work to accelerate the progress of targeted groups or individuals, so that they can achieve at least age-related expectations. Where appropriate, we will also use the resources to target GD children with PP to help them exceed age-related expectations.
- *Learning support.* We will enable children fully to access learning and accelerate progress where there are specific barriers other than identified SEN.
- *Pastoral support.* We will work to raise self-esteem, extend the personal skill set and support our pupil premium children to make appropriate choices in order to maximise learning opportunities and access support
- *Extra-curricular and enrichment provision.* This may include:
  - Small group literacy/numeracy support.
  - Use of ELSA support groups.
  - Support for enrichment activities and educational visits.
  - Use of specialist learning software.
  - *Links with parents.* We hope to develop parental engagement and aspirations.
  - *External services.* Where the need arises, we may use pupil premium funding to buy in additional welfare services to support these children and their families.

### What is available for children with pupil premium at Normandy Village School?

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
- Quality first teaching through teaching and feedback, including metacognition and self-regulation by children additional group teaching by	Disparity between attainment of PP and non PP children in average scaled scores. Quality first teaching is especially significant for	All teachers following the school teaching and learning policy.  Most experienced outstanding teachers planning and delivering additional focus groups.  Book scrutinies School Effectiveness programme	Year leaders  SLT

highly experienced teachers.	children from disadvantaged backgrounds (Sutton Trust 2011)	Data analysis (including vulnerable groups)	
<ul style="list-style-type: none"> <li>- Additional 1-1 support</li> <li>- Evidence-based interventions</li> <li>- Focus group teaching by highly experienced teachers</li> <li>- Rigorous programme of personalised learning to include ELSA interventions</li> </ul>	<p>Research based interventions address specific needs.</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)</p>	<ul style="list-style-type: none"> <li>- Pre and post testing to analyse the impact of every intervention.</li> <li>- Personalised learning in place</li> <li>- Focus group daily feedback.</li> <li>- Quality training for support staff.</li> <li>- School effectiveness schedule.</li> <li>- Weekly health checks.</li> <li>- SENDCo to discuss key children and interventions with ELSA.</li> <li>- Train additional ELSA.</li> </ul>	SENDCo , SLT
<ul style="list-style-type: none"> <li>- Assessment lead and SENDCo continually review PP provision and outcomes against success criteria identified in this document</li> <li>- Review provision mapping</li> </ul>	<p>Assessment lead and SENDCo work with HSLW and SLT to ensure a cohesive approach to PP provision and delivery of PP strategy.</p>	<ul style="list-style-type: none"> <li>- SENDCo has robust PP register to work with SLT to identify, select and review targeted PP pupils</li> <li>- Pupil progress meetings completed termly</li> </ul>	Assessment leads, SLT and SENDCo

<p>document to include data and provision in one place.</p>	<p>Less experienced staff have required support in applying data to design interventions.</p>		
<p>Senior Leaders meet regularly to discuss attendance and review support in place for individuals.</p> <p>Attendance awards</p> <p>Continual support and modification of strategies with HSLW if necessary</p>	<p><i>'a child who is absent a day of school per week misses an equivalent of two years of their school life</i></p> <p><i>90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all'</i></p> <p><i>(Hants.gov.uk)</i></p> <p><i>"Children who are absent for substantial parts of their education fall behind and struggle to catch up. By lowering the threshold, we are encouraging schools to crack down on</i></p>	<ul style="list-style-type: none"> <li>- Continual monitoring of attendance data including vulnerable children.</li> </ul>	<p>Senior Leaders</p>

	<i>absence before the problem escalates” (Nick Gibb</i>		
<ul style="list-style-type: none"> <li>- Encourage uptake for extra-curricular activities by class teachers and year leaders.</li> <li>- Opportunities for enrichment made available to children eligible for PP especially those who are more able.</li> <li>- Investigate reasons for children not attending school trips especially residential to enable the school to subsidise where necessary.</li> </ul>	<p>Extra-curricular clubs have been seen to improve children’s self-esteem and attainment. It is important that all children have access to entire rich experience of our school.</p>	<ul style="list-style-type: none"> <li>- Continual monitoring of attendance in extra- curricular and enrichment activities with a focus on vulnerable groups.</li> <li>- Funding provided where necessary</li> <li>- Opportunities for children eligible for PP evidenced in the SDP</li> <li>- Continual communication with parents to ensure they are aware of the opportunities for their children.</li> </ul>	<p>CT Subject leaders HT SLT</p>