

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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   | Duke of Norfolk CofE Primary   |
| Number of pupils in school  | 293                            |
| Proportion (%) of pupil premium eligible pupils   | 19.8%                          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 Years                        |
| Date this statement was published   | 31 <sup>st</sup> December 2024 |
| Date on which it will be reviewed   | 31 <sup>st</sup> December 2025 |
| Statement authorised by   | Sophia Barker                  |
| Pupil premium lead  | Samantha Maltby                |
| Governor / Trustee lead   | Dermot Foster                  |

### Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £79920 |
| Recovery premium funding allocation this academic year  | £0     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £79920 |

# Part A: Pupil premium strategy plan

## Statement of intent

*At The Duke of Norfolk School, we believe that all children, from all backgrounds, should have the opportunity to make good progress and achieve high attainment levels in all subject areas throughout their time in Primary Education. Our Pupil Premium Strategy focuses on how we, as a school, intend to make use of the Pupil Premium Budget and Catch Up Fund to help children from disadvantaged backgrounds achieve in line with their peers from non-disadvantaged backgrounds.*

*When creating our strategy, we have considered the main challenges that our vulnerable children face and the barriers they may have already had to contend with before they enter our EYFS setting. This has mainly centred on their limited language and vocabulary use as well as their access to high quality reading books. Throughout this statement we have thought about how best to support our pupils both academically and emotionally. All of the actions we plan to implement will therefore aide the children from disadvantaged backgrounds, to make, and hopefully exceed, the required progress expected.*

*At the Duke of Norfolk, we see each child as an individual and therefore we do not just make assumptions about the impact that being disadvantaged may have on a child's education, but we shall use highly efficient assessments to garner the information we need to support and guide children to achieve their full potential. Through using both summative and formative assessments we shall be able to act immediately on gaps that children have in their knowledge, enabling us, as practitioners, to close said gaps.*

## Challenges

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

| <b>Challenge number</b> | <b>Detail of challenge</b>                  |
|-------------------------|---|
| 1                       | Improving core maths skills inc. MTC scores |
| 2                       | Language within STEM subjects               |
| 3                       | Curriculum enrichment                       |
| 4                       | Spelling application in independent writing |
| 5                       | Regulating behaviours                       |

## 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.

### 1. Improving core maths skills inc. MTC scores

| Intended outcome   | Success criteria  |
|--|---|
| To increase the number of children gaining a score of 20+ in the MTC test in year 4    | There will be an increase in the number of children achieving a result of over 20 in their MTC test.  |
| To increase the number of children achieving 30+ in the year 6 SATs arithmetic test    | There will be an increase in the number of children achieving a result of over 30 in their SATs Maths Paper 1 arithmetic test.  |
| To increase the number of children who know their number bonds to 20 by the end of KS1 | There will be an increase in the number of children who are able to know and apply their number bonds to 20 by the end of KS2   |
| To increase children's confidence in their mathematical abilities                      | <p>Children's pupil voice questionnaires will show an improvement in results related to children's confidence and attitude towards the subject.</p> <p>Children are more confident to apply mental recall methods to support calculations and problem solving independently, especially for multiplication and division formal methods.</p> |

### 2. Language within STEM subjects

| Intended outcome   | Success criteria  |
|--|---|
| For teachers to teach subject-specific terminology within the STEM subjects explicitly | <p>STEM subject leads will ensure subject-specific vocabulary is planned for including how it will explicitly be delivered within lessons.</p> <p>Learning walks and Pupil voice will show that plans are being followed and pupils are able to apply and explain the language they have been taught.</p> |

|   |  |
|---|--|
|   | Language taught will be clearly displayed within classrooms for children to refer to.  |
| For pupils to be given specific opportunities for pupils to use subject terminology                                   | STEM subject leads will ensure opportunities for pupils to use subject-specific vocabulary within lessons is planned for.<br><br>Learning walks will show pupils using the language taught within their verbal answers and within group/class discussions. |
| For pupils to develop a greater understanding of language in the STEM subjects which they can apply in their writing. | Evidence of pupils' understanding of subject specific terminology will be apparent in their written work within their topic books.   |

### 3. Curriculum Enrichment

| <b>Intended outcome</b>  | <b>Success criteria</b>   |
|--|---|
| For children to have access to an enriched curriculum which promotes social issues that relate to the school's PSHE curriculum | School events calendar to be created which ensures coverage of social issues.<br><br>PSHE/PP lead to work alongside subject leads to ensure enrichment opportunities are planned within their subject areas.<br><br>Pupil Premium children's participation in enrichment opportunities, inc. after school clubs, to have increased. |
| To increase PP families' participation of curriculum enrichment events   | Events calendar to be published on the school website, in newsletters and on the school Facebook page.<br><br>PP parents to receive individual invitations to encourage participation and build relationships.  |
| To promote a love of learning through a broad and balanced curriculum  | Pupil voice will show that pupils are excited about their lessons.<br><br>Pupils positively engage and recall enrichment opportunities and the skills and knowledge they have taken from said opportunities.  |

|   |  |
|---|--|
|   | Class trips enable children to experience the skills and knowledge they have learnt within the classroom in real life scenarios and develop first hand experiences.  |
| Class trips to be organised with a focus on the opportunities they offer children | <p>Class trips offer varied learning opportunities for the children.</p> <p>Pupil premium children to attend all school trips either through offering the trips free of charge or at a reduced rate (residential).</p> |

#### 4. Spelling

| Intended outcome   | Success criteria   |
|--|--|
| To improve children's spelling scores in the SATs SPAG paper                           | KS2 SPAG outcomes in 2027/28 show that children's spelling scores have increased.  |
| For children to apply spelling patterns and rules to their independent writing.        | <p>Children's written work will show less errors with regards to spelling.</p> <p>Analysis of children's SPAG papers will show that children's accuracy in relation to spelling questions has increased.</p> |
| For all staff to be trained in both the delivery of Read Write Inc. and Spelling Shed. | <p>All staff to have attended training and CPD sessions for Read Write Inc and Spelling Shed.</p> <p>Staff to be confident in the teaching of spelling and phonics schemes.</p>                              |

#### 5. Regulating Behaviours

| Intended outcome   | Success criteria   |
|--|--|
| To continue to build upon the successes of children being able to express their anxieties within a school setting. | Highlighted children to receive either 1:1, small group or in class support where individual progress will be monitored. Children to be able to express their concerns to trusted adults or share via the worry box. |

|   |  |
|---|--|
| <p>To continue to build upon the successes of children being able to work alongside their peers within a classroom environment.</p> | <p>Calm classroom environments for longer periods of time. Monitoring of individual children who have this need. Lessen quantity of time for individuals being sent out of classroom for behaviour issues.</p> |
| <p>To continue to build upon the successes of children being able to play alongside their peers.</p>                                | <p>Less incidents logged during break times.</p>   |
| <p>To continue to build upon the successes of children being able to regulate their anxious behaviours</p>                          | <p>Children to be using strategies, including regulation boxes, taught to help overcome 'melt-downs'.</p>  |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £57,640

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| EYFS Mighty Oaks Group Early Language Acquisition | <p>Within the Mighty Oaks sessions for our EYFS children the focus is on language acquisition. Overall, studies of communication and language approaches consistently show benefits for young children's learning. This finding is based on multiple systematic reviews, meta-analyses and randomised controlled trials. These approaches can have a positive impact on various aspects of language and communication, including children's spoken language skills and comprehension. All children appear to benefit, but some studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds, who often start with early years providers at an earlier stage in their language development. Through the small group intervention, where there are no distractions the adults are able to more effectively model language and communication skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=early%20language%20aq&amp;">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=early%20language%20aq&amp;</a></p> | 2                             |
| Mighty Oaks Pre Teaching groups led by teachers.  | <p>Evidence indicates that children can feel more positive about interventions prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundle, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006). It prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006). When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work they have already found challenging (Polak, 2017). Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).</p> <p>Having teachers lead the sessions allows for the teaching of the sessions to be of the highest quality which is why this is budgeted from 'Supporting High Quality Teaching'.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120</a></p>  | 1,2,4,5                       |

|  |  |     |
|--|--|-----|
|  | <p><a href="http://viridis-schools.co.uk/wp-content/uploads/2020/02/Can-pre-teaching-enable-low-attaining-pupils-to-make-accelerated-progress-when-learning-new-concepts-in-mathematics.docx.pdf">http://viridis-schools.co.uk/wp-content/uploads/2020/02/Can-pre-teaching-enable-low-attaining-pupils-to-make-accelerated-progress-when-learning-new-concepts-in-mathematics.docx.pdf</a></p> <p><a href="https://www.atm.org.uk/write/mediauploads/journals/mt262/mt26213.pdf">https://www.atm.org.uk/write/mediauploads/journals/mt262/mt26213.pdf</a></p> <p><a href="https://www.ntu.ac.uk/_data/assets/pdf_file/0041/856967/Pre-teaching-presentation.pdf">https://www.ntu.ac.uk/_data/assets/pdf_file/0041/856967/Pre-teaching-presentation.pdf</a></p>   |     |
| <i>Additional TA support in class</i>  | <p>Through having additional classroom support, where TAs are able to support the rest of the class, teachers are better able to support those children who are working below the expected level. Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM) according to the EEF, this will not only benefit all children but in particular those from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>   | All |
| <i>Read Write Inc. Whole Staff Phonics, Reading Training &amp; Resources</i> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Extra resources have also been purchased for disadvantaged pupils to take home to practice their sounds.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | 2,4 |
| <i>Literacy Leadership training and briefings</i>                            | <p>As stated in the Ofsted Education Inspection Framework, teachers should have good knowledge of the subject(s) and courses they teach. With subject leaders providing effective support, including for those teaching outside their main areas of expertise. By attending leadership training and briefings teachers are able to continue to develop their expertise in their subject through discussions with peers which will benefit pupils, particularly the most disadvantaged, by them being able to guide and support other teachers as well as create a curriculum for their subject that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.</p> <p><a href="https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework</a></p> | 2   |
| <i>Safe Guarding training Whole Staff</i>                                    | <p>All staff have received appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf</a></p>   | 5   |
| <i>Maths TA specialist</i>   | <p>The EEF states, 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p>   | 1   |

|  |   |            |
|--|---|------------|
| <p><i>knowledge training</i></p>                   | <p>(effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.’ Therefore, by training TAs to improve their subject knowledge in maths, the interventions they deliver both in and out of the classroom will be high quality ensuring quality first teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=making%20best">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=making%20best</a></p>  |            |
| <p><i>Whiterose subscription and resources</i></p> | <p>In the EEFs ‘Guide to Improving Mathematics in Key Stages 2 and 3’ it states that,</p> <p>‘Tasks are critical to the learning of mathematics because the tasks used in the classroom largely define what happens there. However, the evidence suggests that the choice of one particular task or resource over another is less important than the way that teachers set about using them in the classroom.40 Tasks and resources are tools which need to be deployed effectively to have a positive impact on learning. Effective use of tasks and resources requires a considerable level of skill: many teachers will require focused support to achieve this. School leaders should make this a priority for CPD.’</p> <p>Through purchasing the White rose scheme and its resources SLT and the Maths lead have reduced the teachers’ workload in having to produce resources meaning they are able to focus more on their delivery of the lessons, level of questioning and assessment of pupils’ understanding. White rose also offers extensive CPD opportunities enabling teachers and TAs to develop their mathematical knowledge and use of language.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> | <p>1</p>   |
| <p><i>SENCO networks</i></p>                       | <p>It is important that leaders not only have a clear and ambitious vision for providing high-quality, inclusive education and training to all, which is realised through strong, shared values, policies and practice; but that they also engage effectively with learners and others in their community. Through networking with other SENCO, the SENCO can gather first hand evidence to strategies that may benefit The Duke of Norfolk school.</p>   | <p>All</p> |
| <p><i>Spelling shed subscription</i></p>           | <p>Spelling of whole words is made possible when the child understands that words are made up of speech sounds and that letters represent these sounds, an example of the way the brain seeks out invariant patterns. As knowledge of this principle becomes more sophisticated, children notice additional patterns in the way letters, syllables, word endings, prefixes, word roots, and suffixes are used during reading and spelling (IDA, 2011). Furthermore, spelling instruction that explores the patterns of English word structure, word origin, and word meaning is effective because it explicitly teaches some of the predictable patterns of English spelling, word use, and meaning. Children learn best through active involvement and practice with words, which allow them to discern and learn word and letter patterns for themselves. (Putnam, 2017)</p>  | <p>4</p>   |

|   |   |     |
|---|---|-----|
|   | <p>Spelling Shed follows the above science of spelling to deliver effective spelling lessons using word study and the latest effective teaching strategies.</p> <p><a href="https://www.spellingshed.com/en-us/science-of-spelling">https://www.spellingshed.com/en-us/science-of-spelling</a></p> <p><a href="https://eric.ed.gov/">https://eric.ed.gov/</a></p> <p>chrome-extension://efaidnbmninnibpcapjpcglclefind-mkaj/https://files.eric.ed.gov/fulltext/EJ1147675.pdf</p>  |     |
| <p>Time for subject leads to implement language for ECAT within their subject areas and SLT and PP lead to monitor implementation of PP action plan</p> | <p>While dedicated leadership of implementation is key, it is also important to recognise that implementation is a complex process that requires leadership at different levels of the school; that is, dedicated but distributed leadership. A culture of shared leadership can be nurtured by explicitly creating opportunities for staff to take on implementation leadership responsibilities. One way to achieve this is to use dedicated implementation teams. Another approach is to intentionally acknowledge, support, and incentivise staff who display behaviours and attitudes that support good implementation. In this way, implementation leadership becomes a shared organisational activity with a broad base of expertise to draw on.</p> <p><a href="#">EEF Implementation Guidance Report 2019.pdf</a></p>  | ALL |
| <p><i>Subject specialist visitors</i></p>   | <p>To further enhance children’s understanding of certain topics, we have paid for visitors to come in to further develop the children’s knowledge and vocabulary around the subject areas which can then be applied in their independent work.</p>   | 1,5 |
| <p><i>Extended music tuition in class</i></p>   | <p>Sir Kevan Collins, Chief Executive of the Education Endowment Foundation, said:</p> <p>“All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. But with schools increasingly accountable for the impact of all of their spending decisions on pupil attainment, there is an urgent need for more and better evidence on the relative benefits of different approaches and strategies. Not only will today’s new trials provide cultural learning opportunities to thousands of primary pupils who might not otherwise have the opportunity, but they will give us much needed evidence on the impact of different approaches.”</p> <p>Matthew Taylor, Chief Executive of the RSA, said:</p> <p>“Ensuring all children get to participate in arts and culture depends in no small part on the access that schools provide. With provision decreasing, we need to think systemically about how to strengthen the place of arts in our schools, not just campaign for its survival.”</p> <p>Through providing children with not only 1 but 2 years of music tuition we are hoping to build their skills including listening and memory which can be used in all areas of the curriculum.</p> | 5   |

|                                      |  |     |
|--------------------------------------|--|-----|
|                                      | <a href="https://educationendowmentfoundation.org.uk/news/400-schools-wanted-for-cultural-learning-trials?utm_source=/news/400-schools-wanted-for-cultural-learning-trials&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=music">https://educationendowmentfoundation.org.uk/news/400-schools-wanted-for-cultural-learning-trials?utm_source=/news/400-schools-wanted-for-cultural-learning-trials&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=music</a>  |     |
| <i>Emile subscription</i>            | <p>To encourage children to engage in learning their Multiplication facts at home the school has purchased a subscription to Emile. An online platform that showed a 24% increase in pupils' accuracy of answers over a 4 month period, across 4000 schools. The school has extended its subscription to include access to the rest of the platforms resources with a focus on using the maths area which links to the White Rose scheme of work. Teachers are also able to use heat maps to identify pupil's areas of weakness where they will then be able to focus their attention for intervention.</p> <p><a href="https://emile-education.com/for-teachers/engaging-effective-primary-school-homework/">https://emile-education.com/for-teachers/engaging-effective-primary-school-homework/</a></p>   | 1   |
| <i>Staff meetings to include TAs</i> | <p>As the EEF states, 'The preparedness of TAs also relates to their ongoing training and professional development. If a specific pedagogy is being used, such as formative assessment or cooperative learning, TAs should be trained so they fully understand the principles of the approach and the techniques required to apply it.' Therefore, by having TAs attend staff meetings, SLT are ensuring that TAs are aware of any new implementations that are happening within the school as well as information regarding the running of the school and safe guarding of the pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=making%20best">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=making%20best</a></p> | ALL |

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

Budgeted cost: £11,538

| Activity             | Evidence that supports this approach  | Challenge number(s) addressed |
|----------------------|---|-------------------------------|
| <i>Positive Play</i> | Positive play is an opportunity for children to experience a structured, supportive play programme that helps raise self-esteem and increase their engagement with the curriculum to achieve their full potential. The main objective of the programme is to help children and young people develop the skills necessary for them to achieve their potential in life. They need to be able to identify and manage their own feelings, empathise with others and | All                           |

|   |  |     |
|---|--|-----|
|   | <p>their feelings, and develop the appropriate personal and social skills which contribute to emotional intelligence.</p> <p><a href="https://www.localoffer.derbyshire.gov.uk/education-and-learning/inclusion-support-advisory-service/positive-play/positive-play.aspx">https://www.localoffer.derbyshire.gov.uk/education-and-learning/inclusion-support-advisory-service/positive-play/positive-play.aspx</a></p>   |     |
| <i>Extra Curricular Tuition in music</i>                        | <p>Please refer to quotes and information on <i>Extended music tuition</i></p> <p><i>Once children have completed their tuition through years 3 and 4 they are offered the chance to further develop their skills in brass, woodwind or piano.</i></p>   | 5   |
| <i>ELSA, Lego Therapy, Art Therapy, SALT and Nurture Groups</i> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>With regards to EYFS due to the limited number of impact studies in this area, supporting practices are less well-evidenced. However, mirroring of adults, gestures, eye contact, and teaching facial expressions appear in research that reports a positive impact on children’s language and communication outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=early%20language%20aq&amp;approach=teaching-and-modelling-social-communication-skills">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=early%20language%20aq&amp;approach=teaching-and-modelling-social-communication-skills</a></p> | 1,3 |

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

Budgeted cost: £11,500

| Activity                      | Evidence that supports this approach   | Challenge number(s) addressed |
|-------------------------------|--|-------------------------------|
| <i>Breakfast Club voucher</i> | <p>At present our PP attendance in school is 95% (Sept 2024-Dec 2024) which is an improvement on last year’s data.</p> <p>We know that being away from school not only limits a child’s ability to succeed academically, but also puts them at risk of criminal exploitation or being trapped in dangerous home environments.</p> <p>Through offering help towards breakfast clubs’ cost to our PP families we hope to improve the children’s attendance further.</p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the</p> | 1,2,4                         |

|  |   |         |
|--|---|---------|
|  | <p>course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfas">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfas</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-keeping-young-people-safe-at-school-and-improving-their-life-chances?utm_source=/news/eef-blog-keeping-young-people-safe-at-school-and-improving-their-life-chances&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=exclus">https://educationendowmentfoundation.org.uk/news/eef-blog-keeping-young-people-safe-at-school-and-improving-their-life-chances?utm_source=/news/eef-blog-keeping-young-people-safe-at-school-and-improving-their-life-chances&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=exclus</a></p> |         |
| <i>After school club voucher</i>                           | <p>It is noted that young people's aspirations are deeply affected by their own experiences which include their family member's attitudes towards work and education. By providing help towards after-school child-care for pupil premium children, we are enabling their family members to either continue in their employment and not have to worry about costly wrap-around child-care or indeed giving them the opportunity to seek employment, knowing that child-care does not need to be a barrier to employment they can accept.</p> <p><a href="https://www.jrf.org.uk/report/influence-parents-places-and-poverty-educational-attitudes-and-aspirations">https://www.jrf.org.uk/report/influence-parents-places-and-poverty-educational-attitudes-and-aspirations</a></p>   | all     |
| <i>School Trips and Extra curricular Club</i>              | <p>Many of our school's trips are planned to enhance the pupil's learning in our topic subjects. Many children from disadvantaged backgrounds are unable to take part in these trips due to limited funds from their households. By funding (or part funding) these trips and extra-curricular activities, PP children can access the same wider opportunities as their peers. Through also paying for extra-curricular activities, children from lower-income families are able to discover talents which they may not have known they possessed such as playing musical instruments or sporting activities.</p>   | 3       |
| <i>Sats practice books</i>                                 | <p>To ensure that children can practise for their SATs at home, school purchases and distributes SATs practice books for Maths and SPAG for all year 6 children</p>   | 1,4     |
| <i>Class funds to promote cultural capital experiences</i> | <p><a href="#">The Sutton Trust's Parent Power 2018 report</a> provides evidence that even today, middle-class children have more cultural capital than their less advantaged peers. Consequently, the children of middle-class families are still much more likely to succeed at school, have a university education and succeed in their adult life.</p> <p>Cultural capital means ensuring all children have the same opportunities in life. It is about opening new worlds and helping them learn about the wider world. So, while your curriculum needs to be well-planned, broad, and rich, it is also crucial that the resources you use to teach it are the absolute best that you can get.</p> <p>A quality curriculum can only be realised when the quality of the resources is equally as good.</p> <p><a href="https://www.suttontrust.com/our-research/parent-power-2018-schools/">https://www.suttontrust.com/our-research/parent-power-2018-schools/</a><br/> <a href="https://cornerstoneseducation.co.uk/developing-cultural-capital-in-your-primary-school/">https://cornerstoneseducation.co.uk/developing-cultural-capital-in-your-primary-school/</a></p>  | 3       |
| <i>Book Fair vouchers</i>                                  | <p>To continue to improve reading in the lower 20% as well as instil a love of reading in all children, we will be providing children with</p>  | 1,2,4,5 |

|  |   |  |
|--|---|--|
|  | vouchers for our book fairs enabling them to purchase books of their choice helping to improve language, phonics and a love of reading. |  |
|--|---|--|

**Total budgeted cost: £ 80,678**

## 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 2023 to 2024 academic year.

Please see the <https://www.dukenorfolk.co.uk/pupil-premium> for the evaluated action plan for 2022-2023.

### 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                       |
|-------------------------|--------------------------------|
| Charanga Musical School | Charanga                       |
| Kapow Primary French    | Kapow                          |
| Spelling Shed           | EdShed                         |
| Read Write Inc          | Ruth Miskin                    |
| Jigsaw PSHE             | Jigsaw Education Group         |
| Positive Play           | Derbyshire Engagement Services |
| Emile                   | Webskape                       |
| Nurture Training        | Derbyshire Nurture Team        |

### 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?    | Included in the above |
| What was the impact of that spending on service pupil premium eligible pupils? | Impact as above       |

