

# Pupil Premium Action Plan

DUKE OF NORFOLK CE PRIMARY SCHOOL



2025- 2026

# Purpose of Pupil Premium

Opportunity for children and young people is too often defined by their background. This government is determined to do more to improve the life chances of our most disadvantaged children and break the link between background and future success. The pupil premium grant plays a critical role in supporting the work of government's Opportunity Mission, to drive high and rising standards and ensure every child, no matter their background, can achieve and thrive. Pupil premium is additional funding for state-funded schools in England to help raise the educational outcomes of disadvantaged 5-16-year-olds. We know that disadvantaged pupils, on average, achieve worse educational outcomes due to the additional challenges they face. The disadvantage gap index, which summarises the attainment gap between disadvantaged pupils and their peers, generally narrowed between 2011-2018, though the pandemic resulted in much of that progress being reversed. The disadvantage gap index has begun to narrow again at both primary and secondary level but remains at levels similar to those seen in 2013/14 for Key Stage 2 and 2011/12 for Key Stage 4. Pupil premium supports the aim of narrowing the gap between the attainment of disadvantaged pupils and their peers. This will help to break the link between children's outcomes and those of their parents. Prioritising early education is critical to this. Roughly 40% of the overall gap between disadvantaged 16-year-olds and their peers has already emerged by age five, and these differences continue to widen as children move through the education system. Schools should use their pupil premium to address the specific challenges their disadvantaged pupils face, through high-quality teaching, targeted academic support and wider strategies to help pupils to attend, belong and succeed. Evidence such as that from the Education Endowment Foundation (EEF) shows that approaches that support high quality teaching can be particularly effective at accelerating the progress of disadvantaged pupils, resulting in higher attainment. The EEF provides evidence-based guidance to support schools to spend pupil premium effectively, including through its Teaching and Learning Toolkit, suite of guidance reports, and pupil premium guide.

## Using Pupil Premium

Schools must ensure that the funding is used in line with the pupil premium conditions of grant. This includes ensuring the grant is used to improve educational outcomes for disadvantaged pupils and that the approaches they select are informed by evidence. *Pupil premium is not a personal budget for individual pupils.* It is for schools to decide how to allocate the funding, after assessing the needs of their disadvantaged cohort and evidence about which approaches are likely to be effective in their context. Schools can use pupil premium to support pupils who do not meet the eligibility criteria, but have other identified needs, such as those who have or have had a social worker, or who act as a carer. It can also be used to support pupils that schools believe to be economically disadvantaged but have not been identified as pupil premium eligible, and on whole class approaches that benefit all pupils, for example high-quality teaching. To ensure pupil premium is focused on effective approaches that improve the educational outcomes of pupils, schools (including local authority virtual schools) must spend their pupil premium grant on evidence-informed activities in line with DfE's 'menu of approaches'.

# Menu of Approaches

In line with the conditions of grant, any activity that schools fund using pupil premium must fall under an approach listed in the table. The menu has been developed in line with the EEF's tiered approach, as set out in its guide to the pupil premium. Schools should select approaches from the menu. The EEF's evidence brief for the menu of approaches signposts to evidence-informed resources related to each strand of the menu. When selecting approaches from the menu, schools should also consider how they use the funding to support:

- Effective identification of pupil needs, for example through diagnostic assessment
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

In exceptional circumstances, and where this is necessary to overcome specific barriers to pupil attainment, schools may use this funding on items not included on the list, for example to meet acute needs around pupil equipment to ensure readiness to learn.

## The Menu of Approaches

You should select approaches from the menu, informed by your diagnosis of pupil need and what the evidence says is effective for improving their attainment, following steps 1 to 3 of the 5-step approach.

### 3 tiers

### Approaches you can implement

#### High- quality teaching

Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils

Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback

Mentoring and coaching for teachers

	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment
<b>Targeted academic support</b>	One to one and small group tuition
	Peer tutoring
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
	Extended school time, including for summer schools
<b>Wider strategies</b>	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Breakfast clubs and meal provision
	Communicating with and supporting parents

Taken and adapted from Using Pupil Premium: Guidance for School Leaders <https://www.gov.uk/government/publications/pupil-premium>

On the next page you will find The Duke of Norfolk's action plan for how we have decided to allocate the Pupil Premium Grant for 2025-2026.

## The Duke of Norfolk Primary

### Pupil Premium 2025/26 Action and Impact Plan

<b>Academic Year</b>  <b>2024/2025</b>		Total Provisional Allocated Funds £72,720 estimated 25/26			
<b>Key Outcome Indicator</b>	<b>Predicted Cost</b>	<b>Reasons</b>	<b>What we are aiming for</b>	<b>Review of Outcomes and Impact Summer 25</b>	<b>Sustainability September 26 onwards</b>
<b><u>To support quality first teaching (50%) = £36,360</u></b> <b><u>Planned spend so far - £40,546</u></b>					
T.A classroom support. 20% of 11 TAS over 39 weeks	£24,750	20% of a T.A's working week to support class whilst teacher focuses on PP thereby delivering quality first teaching.	Working on individual targets to bring all PP children in line with national expectations across the curriculum. The class teachers communicate the child's next steps through their daily lessons.		
Nufield early language intervention	Government funded	The NELI programme provides schools with a way of identifying early language difficulties and is proven to improve children's language skills and behaviour in school.	PP children to complete a 20-week intervention to build their vocabulary, listening and storytelling skills through targeted small group and individual sessions thereby closing any gaps.		
Phonics training for all staff	£960	To ensure that all staff are able to deliver quality first teaching in regard to pupils' phonetical understanding.	To extend all staffs' expertise in the pedagogy of teaching, learning and assessment regarding phonics. This will enable all staff to plug the gaps in phonetic decoding.		
Phonics RWInc Subscription resources	£1770	Ongoing resources	Plugging the gaps in phonetic decoding enabling all pupil premium children to become confident, fluent readers.		
Spelling Shed	£540	Purchase of Spelling Shed as a whole school spelling scheme which highlights the relationship between	To increase pupil's accuracy in spelling in their independent written work.		

		sounds and written symbols as well as using morphology to help spell through meaning. This scheme will enable teachers to deliver high quality spelling lessons and set engaging homework for the children to practise their spellings			
Emile	£645	Purchase of Emile as a whole school scheme for multiplication homework, has now been extended to include the whole white rose maths curriculum for pupils to access for homework.	To increase pupils accuracy and speed with times tables – especially year 4's for the MTC.		
WhiteRose	£500 £3281	Purchase of White rose Training and resources enabling teachers to deliver high quality maths education to all children	Plugging the gaps in their mathematical fluency and understanding. PP children to achieve working at or above throughout their primary education.		
Subject specialist visitors	£500	Visitors coming into school to lead sessions on subjects further enhancing the children learning and understanding of topics.	Children to have a greater understanding of topics delivered by specialists which can then be used to inform their work in lessons.		
Staff meetings x 30 14 Tas 20%	£1000	Professional development within staff meetings enabling staff to secure their understanding of plugging gaps and raising attainment of all children.	Quality first teaching.		
SLT and PP lead to monitor the implementation of ECAT across the wider school curriculum and specific support for PP groups	£1000	To monitor and ensure that 'Every Child a Talker' aimed at PP is being implemented effectively across the school.	PP children to be able to access the whole curriculum at their own specific level.		

Boost Insights - user interface and test booklets	£5000	Funding towards the purchase of high-quality assessments which also include question level analysis.	Teachers to be able to use the data and question level analysis to help plan high quality lessons and interventions which aim to plug gaps in children's knowledge.		
Dynamo Maths	£600	Dynamo Maths is designed to provide personalized learning pathways, particularly for students at risk of underachievement in mathematics. It focuses on key areas such as number meaning, number magnitude, and number relationships, making it a targeted intervention suitable for pupils aged 6 to 15.	To increase the mathematical attainment of PP pupils through the use of quality first teaching interventions as recommended by the EEF.		
<b>Targeted Academic Support (25%) £18,325</b>					
<b>Planned Spend So Far: £18,143</b>					
Mighty Oaks Homework Club 3x teachers x .5 hour for 39 weeks	£1755	All PP children and disadvantaged groups to be given the opportunity to attend a homework club with a teacher from the department once a week. Children will be given a quiet space, resources and support to access and complete their homework which has been linked to the topics they have covered that week.	To maximise the potential of every child and work towards bridging the gap. Children to be able to complete their homework in a supportive environment thus enabling them to practise and embed the skills that have been taught to increase arithmetic and spelling scores.		
SATs afterschool tuition led by y6 teachers 0.75hrs a week x 12	£850	Year 6 teachers to lead after school tuition to increase attainment in SATs scores. Sessions to focus on arithmetic and grammar and spelling.	PP children to achieve working at the expected level in the SATs		
Lego, 2hrs a week	£1170	Intervention to support emotional well-being and develop social interaction targets implemented for speech and language.	Children will be confident and resilient and develop lifelong skills		
SALT 2hrs a week	£1170				
Nurture x4 hrs a week	£6000				

Art therapy: Group support x 2 a week	£1170	Intervention to support emotional well-being and develop social interaction targets implemented for speech and language.	Children will be confident and resilient and develop lifelong skills		
Positive Play 30min session x 39	£2028	Intervention from Derbyshire to raise self-esteem and confidence and assist some of our most vulnerable pupils to reach their full potential	Children will be confident and resilient and develop lifelong skills		
TA support within class.	£4000	Teaching assistants to support PP children in class. This support may include, extra reading, maths interventions, support to access lessons etc.	Children will be given extra intervention as well as classroom support from teaching assistants		
<p><b><u>Wider opportunities (25%) £18,325</u></b>  <b><u>Planned spend so far £8,390 (not including wrap around)</u></b></p>					
School Trips	£3500	All children to attend extra curriculum activities. Parents are not expected to pay for school trips and school clubs.	All children have the same opportunities during school regardless of their financial situations.		
Wrap around care	To be confirmed when numbers given. £2 discount for morning session £5 discount for afternoon	To support parents in provisions for their children before school. To encourage disadvantaged families to seek employment.	To ensure children have a healthy breakfast in the morning as well as care before school to enable parents to go out to the work place.		
After school clubs	£2500	Children able to attend a variety of after school clubs giving them	Children to have the opportunities provided to other		

		opportunities such as development in photography skills, cooking skills etc.	children to develop and nurture new skills and talents as well as develop vocabulary.		
Books for home	£1040	Children to receive 2 vouchers a year (worth £20 in total) enabling them to purchase a book from both book fairs.	Instil a love of reading in children and ensure they have access to some high-quality texts at home.		
Class funds to encourage cultural capital experiences in the classroom	£150	Departments to have access to funds to make purchases to encourage cultural capital experiences within the classroom such as food tasting.	Pupil premium children to enjoy experiences which they may otherwise not had had the opportunity to do so.		
Extended Music tuition through ukulele (20% of one additional year) wider ops	£1000	Music tuition to continue into year 4 so children have a two-year opportunity of learning an instrument.	High Quality teaching of the music curriculum resulting in children developing music skills.		
Extra-curricular tuition in music x2 children	£200	Children offered the opportunity to learn an instrument and develop a skill which they would not have opportunity to do so without.	Developing a further skill and nurturing a talent which may not have been found.		
<b>Allocated</b>	<b>£72,720</b>	<b>Minus £67,099</b>		<b>Equals</b> <b>+£5,621 (wrap around)</b>	