

Norton Road Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Norton Road Primary School
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Sughra Asghar Headteacher
Pupil premium lead	Sughra Asghar Headteacher
Governor / Trustee lead	Ehsan Subhani

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,000
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£180,000

Part A: Pupil premium strategy plan

Statement of intent

At Norton Road Primary School, our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and reach their full potential across the entire curriculum. The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve that goal by having high expectations, high quality teaching and learning and by providing a curriculum that engages and inspires our pupils.

We are committed to working with our community through parental engagement and pastoral support and carefully consider the challenges that our disadvantaged and vulnerable pupils face. This statement is produced to support all learners – whether they are disadvantaged or not.

Responsive teaching and high-quality literature are at the heart of our approach, as research shows that disadvantaged learners enter the classroom with a significant language gap when compared to their non-disadvantaged peers. We develop and enrich children's vocabulary and promote a love of reading as a key skill for life-long learning.

Furthermore, all children are provided with experiential opportunities to be inspired and challenged, to experience excitement and adventure, to build cultural capital, and to learn about people, community and the wider world. Many of our children would not get these enrichment opportunities without the school providing them through our curriculum and wider school opportunities.

At Norton Road Primary School, we have established an ethos and philosophy where every child can achieve excellence rooted in quality first teaching. Teachers and support staff collaborate to provide for children's needs and to build their confidence and aspirations. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our response is adaptable and will evolve to respond to new challenges and individual needs, this will stem from robust assessment including moderation and standardisation across the school. The approaches we have identified pick out key areas for development and work together to ensure that pupils are provided with every opportunity to excel. To ensure the effectiveness of this statement senior leaders and school staff will:

- Set challenging targets for all pupils, including those who are vulnerable and disadvantaged based on prior learning and outcomes.
- Complete ongoing formative assessment for children and to intervene at the point when gaps within learning are identified.
- Ensure all staff are aware of disadvantaged pupils, take responsibility for their outcomes and raise their expectations for achievement

During the review of this strategy statement (November 2025) care was taken to ensure that all provision put in place stemmed from the menu of approaches as published in the “Using pupil premium: guidance for school leaders” 2022.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf

Challenges

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

Challenge number	Detail of challenge
1 Language	Assessments, observations and discussions with pupils indicate underdeveloped language skills and vocabulary gaps among many of our pupils including our disadvantaged pupils. (reading outcomes and vocabulary is a good predictor of future success. This is evident from EYFS through to KS2 and in general, is more prevalent among our disadvantaged pupils than their peers.
2 Low Starting Point	Internal and external data (where available) indicates that our children enter Norton Road Primary School with low starting attainment. Children have had mixed and limited experiences of early learning. Baseline assessment in September 2025 for all pupils was 12% - PP 8%. With all the strategies that we have put into place for PP pupils in EYFS we have achieved 60% GLD (all 72%) 2024 GLD for PP pupils was 78% (all 70.8%)
3 Greater Depth Outcomes Across the School	Internal and external (where available) assessments indicate that attainment at greater depth among disadvantaged pupils is below that of non-disadvantaged pupils in certain areas within specific year groups.

4 Impact on Learning at Norton Road Primary School	Our assessments and observations indicate that the significant disruptions caused by high pupil mobility and a large proportion of disadvantaged pupils, have contributed to notable gaps in learning, particularly in KS2 Reading, Writing, and Maths where attainment has dropped by 21%. Many pupils, including those with English as an additional language and SEND, have been disproportionately affected. We are committed to providing targeted, personalised support to these pupils, using tailored interventions and resources as outlined in our School Development Plan. This approach is designed to close learning gaps effectively and ensure all pupils can achieve their full potential.
5 Social and economic deprivation – Development of Enrichment experiences	The ongoing work of our pastoral team, assessments and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to economic and social deprivation leading to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. We continue to support a large proportion of our children alongside external agencies, as of November 2025. As a school we are also acutely aware of those pupils who are not identified as disadvantaged, but also require support.
6. The language gap	Significant disparity in word knowledge between disadvantaged students and their peers which widens throughout education and hinders academic attainment. This gap is addressed by quality first teaching, delivering explicit vocabulary instruction, oracy and literacy focus, promoting classroom dialogue, reading and structured vocabulary building activities (sunny smart) to move beyond functional language. Cultural capital providing rich immersive real world experiences to contextualise new vocabulary (Norton-19 Educational Visits).

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
Improved literacy outcomes in EYFS for all pupils, including those who are disadvantaged	Assessments and observations will indicate improved written and oral skills This will be evident when triangulating with other sources of evidence, including active engagement in lessons, book scrutiny and ongoing formative assessment.

	Staff will be trained and use ELSEC strategies and the SHREC discussion model.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 will be more than 66%
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/26 will be more than 62.5%
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 will be more than 62.5%
To achieve and sustain improved wellbeing for all pupils in our school, including our disadvantaged pupils.	Sustained high levels of well-being demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations (SHEU survey) • continued high participation in enrichment activities, particularly among disadvantaged pupils.
Attendance to be above 95% and for persistent absence to below the national figure	Sustain a low-level persistent absenteeism rate, that would be below national average. Sustain an extremely good attendance rate for whole school attendance.
Provision mapping of interventions in place for all pupil premium children to ensure gaps in learning are closed	Whole school tracking of pupil premium interventions in place and linked to our whole school assessment tracking system. Evidenced by attainment and progress outcomes for disadvantaged learners, book scrutiny, observations and evaluation of interventions within the system.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £63,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff in Early Years	Norton Road has increased the number of staff in Early Years to support with academic achievement and has had positive outcomes based on this approach. It enables a more focused approach to first quality teaching and to catch up and keep up with pupils who are not on track.	1,2,3,4,5 & 6
Additional support staff in year 6.	Norton Road has introduced targeted support for Pupil Premium children in Year 6 to close gaps in their learning	1,2,3,4,5 & 6
RWI programme across the school	By ensuring a robust and consistent approach to phonics we will “give all children a solid base upon which to build as they progress through school” and “help children to develop the habit of reading widely and often, for both pleasure and information” DFE https://www.gov.uk/government/publications/choosing-a-phonicteaching-programme Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	1,2,3,4

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

Budgeted cost: £105,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast track tutoring in phonics with trained staff.	The EEF Toolkit evaluation of small group phonics shows this to have a positive impact with an average of 4 months progress.	1,2,4
Targeted maths interventions	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1,2,4
Targeted reading interventions	The EEF Toolkit indicates small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1,2,4

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

Budgeted cost: £11358

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils participate in enrichment activities, sports clubs including outdoor adventures and learning related visits.	Arts and cultural participation has been shown to have a positive +3 month impact on attainment. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Oaken Outdoor Education provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through	5,6

	participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	
Mental health and wellbeing provision Attention and listening groups EYFS/KS1	Good mental health is critical to children's success in school and life. Research demonstrates that students who receive social– emotional and mental and behavioural health support achieve better academically.	5
Resources to support learning beyond school	EEF research indicates the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	2,4

Total budgeted cost: £201,026.94

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 2024 to 2025 academic year.

End of EYFS assessments	Disadvantaged	Others (whole cohort)
Word Reading	67%	80%
Writing	67%	80%
Number	83%	86%
Numerical patterns	67%	83%
Speaking	67%	80%
Listening, Attention and Understanding	50%	80%
Year 1	Disadvantaged	Whole cohort
Phonics check	83%	79%
KS1	Disadvantaged	Whole cohort
Reading	80%	79%
Writing	80%	72%
Maths	73%	69%
KS2	Disadvantaged	Whole cohort
Reading	63%	61%
Writing	63%	63%
Maths	45%	51%