



Noremarsh Junior School - Pupil Premium Strategy Statement 2024-2027

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 the next three academic years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Noremarsh Junior School
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers	2024-25, 2025-26, 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Hilary MacMeekin
Pupil premium lead	Jo Ballinger
Governor / Trustee lead	Dawn Blacker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,715
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	£48,715

Part A: Pupil premium strategy plan

Statement of intent

At Noremarsh, we strongly believe in bringing out the best in all of our learners. We strive for inclusivity and equity to enable all to reach their full potential and have high expectations for all of our learners and challenge them to hold high expectations for themselves, regardless of background or needs. However, we recognise that not all starting points are the same and that some pupils may need additional support or recognition to be able to succeed. We are clear that these challenges can be overcome and this Pupil Premium Strategy aims to set out how Noremarsh will provide for our most disadvantaged pupils in order to achieve this. This includes use of the Pupil Premium Grant (PPG)

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for Looked after Children (LAC) and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

The evidence base strongly suggests that, for disadvantaged pupils, the most effective way to improve outcomes is through excellent classroom teaching and this is the key principle behind this plan. Quality first teaching must be at the heart of all that we do, and this can then be supported by additional interventions and actions that address specific challenges, such as developing oracy and independence in learning. It is our aim that all children at Noremarsh feel happy, safe and secure so that they are able to focus on their learning and doing their best.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged children have lower levels of oracy than their peers. This impacts on their ability to access many aspects of the curriculum and directly impacts on attainment in writing. This may be due to lower levels of literacy in some families and less opportunities for quality talk.
2	Lower attainment in writing. Our data shows that attainment in writing for Pupil Premium children is lower in some cohorts than their non-PP peers. This could be due to less literacy-rich households with fewer opportunity to read and extend vocabulary through talk.
3	Many disadvantaged families are without a positive male role-model which can impact on attitudes and behaviours, especially amongst boys. We have noticed a growing trend in attitudes which reinforce the traditional stereotypes around gender and the inequality that exists between genders.
4	Many of our disadvantaged children lack robust resilience and independence as learners. This could be due to lower self-esteem and to the challenges that many disadvantaged learners face, as outlined above.

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
1) Improve oracy skills of disadvantaged pupils.	The gap in attainment between non-PP and PP children has decreased. PP attainment is in line with their peers.
2) Raise attainment and reduce gaps in writing for disadvantaged pupils.	The gap in writing attainment between non-PP and PP children has decreased. PP attainment is in line with their peers.
3) Challenge traditional stereotypes and attitudes around masculinity and gender.	No tolerance of stereotypical and prejudicial views on gender. Pupils and staff know to report any incidents of this type and hold each other to account. Incidents reported are reduced and pupil voice shows reduction in incidents/prevalence.
4) Develop resilience and independence in learning for disadvantaged pupils.	Are they settling to work more quickly? Are they managing their work independently? When faced with a challenge/problem - Do they give up or give it a go? The gap in attainment between non-PP and PP children has decreased. PP attainment is in line with their peers. Attendance of PP is in line with non-PP

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to focus on quality first teaching through learning walks, instructional coaching and CPD.	<p>Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><u>1. High-quality teaching EEF</u> (educationendowmentfoundation.org.uk)</p>	1,2,4
School leaders continue to embed oracy as an integral part of an effective education. They articulate clear aims for oracy which guide decision-making, allocation of resources and planning.	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p><u>Oral language interventions EEF</u> (educationendowmentfoundation.org.uk)</p>	1,2,4
Continue to develop capacity of teachers to use adaptive teaching to support all learners, but especially disadvantaged	<p>On average, individualised instruction (adaptive teaching) approaches have an impact of 4 months' additional progress.</p> <p><u>Individualised instruction EEF</u> (educationendowmentfoundation.org.uk)</p>	1,2,4

learners, to build independence in their learning. PP children first on circulation routine in class.		
Ensure use of high-quality texts across all curriculum areas that effectively illustrate the conventions of specific types of writing.	<u>EEF blog: Combining reading with writing instruction: an... EEF</u>	
Continue to raise awareness amongst staff and pupils of stereotypical gender views and promote equality for all through PSHE curriculum.	<u>Addressing misogyny, toxic masculinity and social media influence in PSHE education (pshe-association.org.uk)</u>	3

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use targeted small group sessions to address gaps in knowledge and increase attainment.	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p><u>Small group tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	1,2,4
Continue to ensure that all teaching assistants are trained to deliver high quality intervention programmes to raise attainment. Regular TA training to take place. Pre-teaching, over-learning, fluency training.	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><u>Teaching Assistant Interventions EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	1,2,4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to include challenging gender stereotypes and toxic masculinity in CPD	Addressing misogyny, toxic masculinity and social media influence in PSHE education (pshe-association.org.uk)	3
<p>PP children to have access to ELSA if needed.</p> <p>We have a full-time qualified ELSA (Emotional Literacy Support Assistant) who supports our children when they need it. She has undergone recent training in bereavement and trauma in children.</p>	<p>1 in 8 children will experience a mental health difficulty growing up. This is more prevalent in children from disadvantaged backgrounds (NHS). This has a detrimental impact on their educational performance (Schools Week).</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	4
<p>Continue practical support with equipment, (PE kit, drinks bottles, classroom items).</p> <p>Free toast at breaktimes.</p> <p>Continued provision of support for school trips and activities enriching cultural capital.</p>	Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 4

Continue to monitor parental engagement at parent evenings.		
Provide access to music lessons through 'Wider Opportunities' - all Y3 learn violin. Subsidised music lessons for PP children.	Links between arts participation and attainment is positive, with at least 3 months additional progress being identified. <u>Arts participation EEF</u> (educationendowmentfoundation.org.uk)	1, 4
Monitor attendance weekly with text messages and letters being sent when attendance falls below 95%. Work alongside families struggling with attendance through ELSA, SENCo, EWO support.	Embedding principles of good practice set out in in the DfE's <u>Improving school attendance: support for schools and local authorities - GOV.UK</u> (www.gov.uk) DFE guidance is informed by engagement with schools demonstrating high levels of persistent absence.	4

Total budgeted cost: £ 51,000

1. Review of expenditure 2024-2025			
i. Teaching			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Increase oracy skills of disadvantaged pupils.	Raise capacity of teaching, with particular focus on writing and oracy. School leaders promote oracy as an integral part of an effective education. They articulate clear aims for oracy which guide decision-making, allocation of resources and planning.	Ofsted (July 25) – <i>“The focus on oracy and reading has helped to improve pupils’ writing.”</i> Pupil Voice showed that children understand why oracy is important, they feel that being able to speak clearly gives them confidence, and they like the ‘challenge’ and ‘build’ as it shows that others are listening to their ideas. Some felt nervous to stand to talk at first but now report that they feel much more confident as they have practised it.	Oracy practises were quickly embedded into classrooms. Continue to refine and develop so that it becomes a natural part of teaching and learning at Noremarsch, and that the chosen oracy approaches support the learning outcome fully.

<p>Raise attainment and reduce gaps in writing for disadvantaged pupils.</p>	<p>Raise capacity of teaching, with particular focus on writing and oracy.</p>	<p>KS2 SATs data (24-25) - R,W,M combined PP = 50% Non-PP = 54% National PP = 47% Gap between PP and non-PP – -4% Noremarsh PP children performing 3% better than national average.</p>	<p>Attainment gap in KS2 SATs data is less in writing, however, not in GPS. Focus on meaningful writing opportunities across the curriculum, supported by quality texts. Ensure that focus on grammar and punctuation is the same in foundation subjects as in English sessions.</p>
<p>Develop resilience and independence in learning for disadvantaged pupils.</p>	<p>Develop capacity of teachers to use adaptive teaching to support all learners, but especially disadvantaged learners, to build independence in their learning.</p>	<p>OfSTED (July 2025) recognised that <i>“staff skilfully identify pupils’ needs and then make adaptations to their teaching, so that these pupils can work alongside their peers.”</i> Noremarsh awarded ‘Dyslexia Friendly Schools Award’ in recognition of inclusive teaching which supports all children.</p>	
<p>ii. Targeted academic support</p>			
<p>Increase oracy skills of disadvantaged pupils.</p>	<p>Use targeted small group sessions to address gaps in knowledge and increase attainment. Continue to ensure that all teaching assistants are trained to deliver high quality intervention programmes to raise attainment.</p>	<p>Ofsted and the British Dyslexia Association reported that our TAs are very skilful and deliver high quality interventions that support and raise attainment.</p>	<p>Continue to develop TA knowledge and skills – focus on over-learning, pre-teaching and fluency skills.</p>

	Regular TA training to take place		
Raise attainment and reduce gaps in writing for disadvantaged pupils.	<p>Use targeted small group sessions to address gaps in knowledge and increase attainment.</p> <p>Continue to ensure that all teaching assistants are trained to deliver high quality intervention programmes to raise attainment.</p> <p>Regular TA training to take place</p>	<p>Targeted small group sessions successful in addressing gaps and raising attainment (see SANDWELL results, SATs and internal data).</p> <p>Use of writing conferencing in Year 6 was successful in raising attainment of PP children in writing.</p> <p>TAs praised for skilfully delivering intervention by Ofsted and British Dyslexia Association.</p>	<p>Continue with SANDWELL for identified pupils.</p> <p>Extend conferencing to all year groups.</p>
iii. Other approaches			
Develop resilience and independence in learning for disadvantaged pupils.	<p>PP children to have access to ELSA if needed.</p> <p>Continued practical support with equipment, (PE kit, drinks bottles, classroom items).</p> <p>Continued access to free school milk</p> <p>Continued provision of support for School trips and activities enriching cultural capital.</p>	<p>PP children accessed ELSA when needed.</p> <p>Milk was bought for all PP children, however, take up was low and most was wasted.</p>	<p>Continue with all of these approaches, except milk.</p> <p>Discontinue free milk but re-introduce free toast for all PP children.</p>

	<p>Provide access to music lessons through 'Wider Opportunities' - all Y3 learn violin.</p> <p>Monitor attendance weekly with text messages and letters being sent when attendance falls below 95%.</p> <p>Work alongside families struggling with attendance through ELSA, SENCo, EWO support.</p>	<p>20% of PP children are currently learning violin</p> <p>37.5% attend after school clubs</p>	
Challenge traditional stereotypes and attitudes around masculinity and gender.	<p>Raise awareness amongst staff and pupils of stereotypical gender views and promote equality for all through PSHE curriculum.</p> <p>CPD for all staff on challenging gender stereotypes led by external provider – 'Progressive Masculinity'</p> <p>Small group work with targeted children on addressing gender stereotypes – led by Boyz2Men</p>	<p>Decrease seen in the number of incidents in school involving inappropriate name-calling, language and comments of a sexual nature:</p> <p>2023-24 – 25 incidents</p> <p>2024-25 – 14 incidents</p>	<p>Continue to monitor number of incidents.</p> <p>Continue to challenge stereotypical views and promote equality through new PSHE Scheme – 1Decision.</p>
		<p>Total Expenditure</p>	51,680