

Netherton C of E Primary School

Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium and recovery premium funding [for the 2023 to 2024 academic year) 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	Netherton CE Primary School
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kathryn Harvey [HT]
Pupil premium lead	Kathryn Harvey [HT]
Governor / Trustee lead	Alison Hickman Smith [LGB]

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,730
Recovery premium funding allocation this academic year	£ 22,765
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 N/A	£216,730

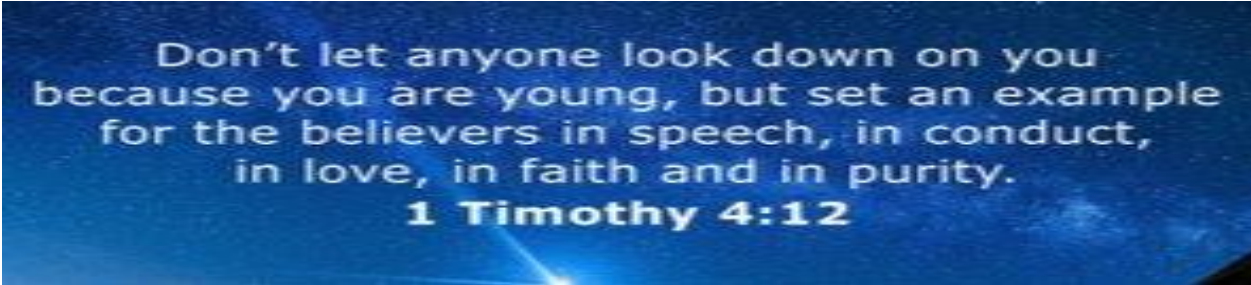
Part A: Pupil premium strategy plan

Statement of intent

The government have also provided a recovery premium for the 2023 to 2024 academic year to build on the pupil premium and help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

As a result of the Covid-19 pandemic, low attendance figures, along with mental health our children have experienced an unprecedented interruption to their education, social disruption and emotional pressures. Evidence has shown that disadvantaged pupils have been most affected.

At Netherton CE Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Our vision is “



Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.
1 Timothy 4:12

Our vision and values are at the core of everything we do. We will endeavour to provide our children with the necessary tools so they 'can do it'. Our aim is to:

'Make A Difference to Everyone'- We aim to create an environment where there is no difference in the academic achievement and opportunities for spiritual growth between those who might feel undervalued, disrespected, or marginalised in society. We encourage our children to seek challenges and aspire to be the best that they can be, knowing they are loved and accepted for who they are, a unique child of God who is loved unconditionally.

In our drive and determination for ALL to be successful, it is our hope and through our words of wisdom that everybody can fulfill dreams to have the best chance of a happy future. **“Where dreams are made and futures created.”**



High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. The intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The National tutoring program will continue to help the pupils with the widest educational gaps, alongside TA's and quality first teaching. All children with have an identified adult.

At Netherton CE Primary School, we will work hard to improve the attainment of our disadvantaged pupils by providing strategies to enable them catch up with their education and achieve in line with their non-disadvantaged peers. We will support their mental well-being so that they are safe, happy and ready to learn. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will support disadvantaged pupils through a three-tiered approach:

High-quality teaching.

- Recruitment and retention of staff to support SEND/PPG pupils
- A programme of continued professional development for all teaching staff
- Early career teachers will engage with the ECT programme.
- Coaching and mentoring

Targeted academic support.

- Interventions to support oracy, literacy and numeracy
- Teaching assistant deployment and interventions
- One to one and small group tuition

Wider strategies.

- We will prioritise the mental health and wellbeing of disadvantaged pupils and their families.
- We will promote cultural capital by providing opportunities for children to gain wider life experiences.
- Extra curricular activities, sports and arts – wrap around enrichment

Challenges

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

Challenge number	Detail of challenge
1	Low Attainment: Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. Attendance is a key reason for low attainment. They are less likely to have engaged with home learning or attended school when eligible. Narrowing the achievement gap between disadvantaged and other pupils in school and nationally in core subjects – reading [including phonics], writing and maths – will be a priority

2	<p>Writing: Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. However, writing is low across the whole school. On entry to Reception class our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2.</p>
3	<p>Language deprivation: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2</p>
4	<p>Wellbeing: Internal scrutiny indicates that the education and wellbeing of many of our pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and English. Referrals for support have markedly increased since covid and school need to access all forms of support and reach out to external agencies more than ever</p>
5	<p>Enrichment: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils. We will address barriers to learning by ensuring equality of provision for all pupils by providing opportunities for children to develop their skills, knowledge and cultural capital. We will provide clubs which support all pupils , especially disadvantaged</p>
6	<p>Attendance: Increase the attendance of disadvantaged pupils whilst reducing the number of persistent absentees amongst this group of pupils. Our attendance data over the last 3 years indicates that attendance amongst all pupils is low, however persistent absentees tend to be higher with disadvantaged pupils</p>

Intended outcome	Success criteria
<p>Improved reading attainment among disadvantaged pupils.</p> <p>Improved phonics data</p>	<p>KS2 reading outcomes in 2023/24 show that a greater percentage of disadvantaged pupils meet the expected standard.</p> <p>More pupils off the phonics programme</p> <p>Improved phonics outcomes for EYFS/KS1</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2023/24 show that a greater percentage of disadvantaged pupils meet the expected standard.</p>
<p>Improved writing attainment among disadvantaged pupils.</p> <p>Improve the formation of writing and fluency</p>	<p>KS2 writing outcomes in 2023/24 show that a greater percentage of disadvantaged pupils met the expected standard.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student & parent surveys and teacher observations • fewer referrals to outside agencies
<p>To ensure a range of quality of provision for all pupils by providing opportunities for enrichment enabling children to further develop their skills, knowledge and cultural capital.</p> <p>To create a wrap around provision to support pupils and parents</p>	<p>Evidence of a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. This in turn will impact on standards of learning across the school and raise aspirations in disadvantaged pupils.</p> <p>Opportunities to stay and access wider opportunities</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • overall absence rate for all pupils being in line with national data

	<ul style="list-style-type: none">• attendance gap between disadvantaged and non-disadvantaged pupils reduced.• percentage of all pupils who are persistently absent reduced and in line with national
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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.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: Ensure all relevant staff (including new staff) receive training to ensure high quality delivery and enhanced subject knowledge and skills across the school.</p> <p>Release time will be provided for teachers to access external training and support when identified.</p>	<p>EEF Development Strategy – Supporting Great Teaching</p> <p>Providing high quality CPD will ensure standards remain high and teachers are confident in their approaches.</p> <p>Kinetic letters training – improve fluency across the school</p> <p>CPD programme to support mental health – calm brain regulation techniques</p> <p>CPD programme for TA’s</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 3</p>
<p>Training programme to upskill Teaching Assistants enabling them to offer high quality teaching and learning support in classrooms</p>	<p>‘Make the best use of Teaching Assistants’ – EEF guidance will be utilised in training programme to upskill Teaching Assistants enabling them to offer high quality teaching and learning support in classrooms</p> <p>Learning support to offer training on key areas of SEND</p> <p>SEND CPD specific needs and severe complex learning difficulties provision</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 3</p>
<p>Release time for Middle and Subject leaders to Implement a rigorous monitoring cycle to include:</p> <ul style="list-style-type: none"> • Book trawls • Learning walks • Pupil interview • Moderation of work • Coaching and mentoring where identified 	<p>EEF Development Strategy – Supporting Great Teaching</p> <p>All relevant leaders will have monitored the teaching and learning ensuring quality of provision for pupil premium pupils remains high</p> <p>Areas of strength and weakness will be identified. Next steps will be implemented.</p> <p>Assessments in foundation subjects clear and sequential</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 3</p>
<p>Moderation and cpd at trust level to support individual subjects and writing across the curriculum</p>	<p>EEF Development Strategy – Supporting Great Teaching. Providing high quality CPD will ensure standards remain high and teachers are confident in their approaches. Subject leaders will have the skills to improve teaching and learning in their subjects.</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 3</p>
<p>Enhancement of our maths teaching and curriculum planning leading to high quality teaching and learning.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	<p>Challenge 3</p>

Continue to access Maths Hub resources and CPD (including Teaching for Mastery training).	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Greater focus through whole school approach to kinetic letters	Poor letter formation and writing skills impact on the production of coherent and legible writing. We have identified that when pupils feel confident and are able to produce legible writing, the content also improves leading to higher achievement and greater confidence.	Challenge 2

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

Budgeted cost: £87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELLCOM programmes delivered in EYFS to raise standards of disadvantaged pupils in Communication and Language acquisition.	WELLCOM are nationally recognised effective programmes proven to raise standards.	Challenge 3
1-1 Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	Challenge 2 Challenge 3
School-led tutoring for pupils whose education has been most impacted <i>Precision teaching</i> <i>DAPPA</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	Challenge 1 Challenge 2 Challenge 3
High quality intervention A significant proportion of the pupils who receive small group support will be disadvantaged, including those who are high attainers.	Disadvantaged pupils at risk of falling further behind are identified and robust intervention plans are put in place. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	Challenge 1 Challenge 2 Challenge 3

	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Redeployment of TAs to target disadvantaged/SEND pupils within the classroom or to work in partnership with class teachers enabling them to carry out targeted work.	‘Make the best use of Teaching Assistants’ – EEF guidance will be utilised in training programme to upskill Teaching Assistants enabling them to offer high quality teaching and learning support in classrooms. EEF recommendation 2: ‘Use TAs to add value to what teachers do, not replace them’.	Challenge 1 Challenge 2 Challenge 3

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

Budgeted cost: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and approaches with the aim of further developing our school ethos and improving low level behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Attachment and emotion coaching	Challenge 1 Challenge 2 Challenge 3 Challenge 4 Challenge 6
Improve the quality of social and emotional provision and support leading to improved outcomes and less emotional issues giving pupils greater access to learning and social aspects. Improve regulation techniques for pupils This will be supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Calm Brain DFE Research PROJECT	Challenge 1 Challenge 2 Challenge 3 Challenge 4 Challenge 5 Challenge 6
The school employs a Family Support Worker and Counsellor to work directly with families to improve attendance through counselling, nurture and support for families.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.	Challenge 4 Challenge 5 Challenge 6
Forest school to support emotional needs and develop confidence and resilience	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):	Challenge 3 Challenge 4 Challenge 5 Challenge 6

	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Outside agencies and specialists to be involved with individual pupils who require a targeted individual approach to tackle behaviour, social and emotional issues. [MW Fitness, Reflexions, School nurse, HAF activities – summer school)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	Challenge 4 Challenge 5 Challenge 6
To ensure all pupils have equal opportunities by providing financial support and subsidies for: <ul style="list-style-type: none"> - school uniform - Breakfast Club - school trips and visitors - residential visit - transport to swimming. - school milk/fruit - wrap around - toast 	Our assessments, observations and discussions with pupils and families have identified a lack of enrichment opportunities and life experiences. These challenges particularly affect disadvantaged pupils. We will address barriers to learning by ensuring equality of provision for all pupils by providing opportunities for children to develop their skills, knowledge and cultural capital.	Challenge 4 Challenge 5 Challenge 6
To ensure all pupils have equal opportunities and scope to develop cultural capital, the school provides music tuition for all Year 5 and 6 pupils Music teaching after school and additional lessons Dance school provided after school to support mobility	We have identified a lack of enrichment opportunities and life experiences. These challenges particularly affect disadvantaged pupils. We will address barriers to learning by ensuring equality of provision for all pupils by providing opportunities for children to develop their skills, knowledge and cultural capital.	Challenge 4 Challenge 5 Challenge 6

Total budgeted cost: £216,000

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 2021 to 2021 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was greater than initially expected in key areas of the curriculum.

Reading: Disadvantaged pupils at age-related expectations			
Year	September 2021	SEPT 2022	
Year 1	64%	36%	-28%
Year 2	64%	47%	-17%
Year 3	63%	40%	-23%
Year 4	57%	62%	+5%
Year 5	73%	64%	-9%
Year 6	92%	57%	-35%

Writing: Disadvantaged pupils at age-related expectations			
Year	September 2021	SEPT 2022	
Year 1	64%	36%	-28%
Year 2	36%	15%	-21%
Year 3	30%	40%	+10%
Year 4	34%	31%	-3%
Year 5	45%	36%	-9%
Year 6	50%	60%	+10%

Maths: Disadvantaged pupils at age-related expectations			
Year	September 2021	SEPT 2022	
Year 1	64%	50%	-14%
Year 2	50%	41%	-9%
Year 3	52%	67%	+15%
Year 4	60%	52%	-8%
Year 5	61%	64%	+3%
Year 6	81%	65%	-16%

Year 1 Phonics Screening = 63%

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Wider Strategies provision included:

- Reward systems implemented
- Increased communication through Class dojo.
- Regular home calling home visits
- Increased communications via social media and the school website.

- Resources and guidance to support mental health for parents and pupils published on the school website.
- School offer for enrichment

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
Power Maths	Pearson
RWI	Ruth Miskin
Salut	French
Kinetic Letters	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A