

## Netherton C of E Primary School

### Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium and recovery premium funding [for the 2022 to 2023 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	369
Proportion (%) of pupil premium eligible pupils	42.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£217,445
Recovery premium funding allocation this academic year	£ 23,345
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> 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	£240,790

## Part A: Pupil premium strategy plan

### Statement of intent

The government have also provided a recovery premium for the 2022 to 2023 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, 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.

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. 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. The National tutoring program will continue to help the pupils with the widest educational gaps.

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	<b>Low Attainment:</b> Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. 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	<b>Writing:</b> Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 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.
3	<b>Language deprivation:</b> 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 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	<b>Wellbeing:</b> Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged 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. Referrals for support have markedly increased during the pandemic.
5	<b>Enrichment:</b> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to Covid-19, and a lack of enrichment opportunities during school closure. 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.
6	<b>Attendance:</b> 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 among disadvantaged pupils has been lower than for non-disadvantaged pupils. More disadvantaged pupils have been ‘persistently absent’ compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.

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 met the expected standard.</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 met the expected standard.</p>
<p>Improved writing attainment among disadvantaged pupils.</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>Oracy 21 implemented</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"> <li>• qualitative data from student voice, student &amp; parent surveys and teacher observations</li> <li>• fewer referrals to outside agencies</li> </ul>
<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"> <li>• overall absence rate for all pupils being in line with national data</li> </ul>

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

**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: £59,817

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>ECTs to take part in Early Career Framework under the guidance and mentoring of an experienced teacher</p> <p>CPD programme to support all intended outcomes</p>	<p>Challenge 1 Challenge 2 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>SEND CPD specific needs and severe complex learning difficulties provision</p>	<p>Challenge 1 Challenge 2 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"> <li>• Book trawls</li> <li>• Learning walks</li> <li>• Pupil interview</li> <li>• Moderation of work</li> <li>• Coaching and mentoring where identified</li> </ul>	<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>Challenge 1 Challenge 2 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 Challenge 2 Challenge 3</p>
<p>Enhancement of our maths teaching and curriculum planning leading to high quality teaching and learning. Continue to access Maths Hub resources and CPD</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><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672227/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>Challenge 3</p>

(including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
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
The purchase of high-quality subject resources to support the curriculum. - RWI resources and training  - Bug Club reading scheme	EEF Development Strategy – Supporting Great Teaching and EEF Development Strategy – Access to technology High quality resources equip teachers with the tools they need to robustly deliver curriculum content and knowledge. Resources match the needs of the pupils and staff are able to appropriately address teaching and learning issues.	Challenge 1 Challenge 2 Challenge 3

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

Budgeted cost: £92,542

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI and WELLCOM programmes delivered in EYFS to raise standards of disadvantaged pupils in Communication and Language acquisition.	NELI and 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	Challenge 2 Challenge 3
School-led tutoring for pupils whose education has been most impacted	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:	Challenge 1 Challenge 2 Challenge 3

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	Challenge 1 Challenge 2 Challenge 3
Redeployment of TAs to target disadvantaged 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: £88,431

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:  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  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.  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):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	Challenge 1 Challenge 2 Challenge 3 Challenge 4 Challenge 5 Challenge 6
The school employs a Family Support Worker 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 <a href="#">Improving School Attendance</a> advice.	Challenge 4 Challenge 5 Challenge 6



<p>Forest school to support emotional needs and develop confidence and resilience</p>	<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">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>Challenge 3 Challenge 4 Challenge 5 Challenge 6</p>
<p>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)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF(educationendowmentfoundation.org.uk)</a></p>	<p>Challenge 4 Challenge 5 Challenge 6</p>
<p>To ensure all pupils have equal opportunities by providing financial support and subsidies for:</p> <ul style="list-style-type: none"> <li>- school uniform</li> <li>- Breakfast Club</li> <li>- school trips and visitors</li> <li>- residential visit</li> <li>- transport to swimming.</li> <li>- school milk/fruit</li> <li>- wrap around</li> <li>- toast</li> </ul>	<p>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.</p>	<p>Challenge 4 Challenge 5 Challenge 6</p>
<p>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</p>	<p>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.</p>	<p>Challenge 4 Challenge 5 Challenge 6</p>

**Total budgeted cost: £240,790**

## 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.

<b>Reading: Disadvantaged pupils at age-related expectations</b>			
<b>Year</b>	<b>September 2021</b>	<b>SEPT 2022</b>	
Year 1	36%	64%	+28%
Year 2	29%	64%	+35%
Year 3	45%	63%	+18%
Year 4	55%	57%	+2%
Year 5	52%	73%	+21%
Year 6	72%	92%	+20%

<b>Writing: Disadvantaged pupils at age-related expectations</b>			
<b>Year</b>	<b>September 2021</b>	<b>SEPT 2022</b>	
Year 1	21%	64%	+43%
Year 2	29%	36%	+7%
Year 3	21%	30%	+9%
Year 4	25%	34%	+9%
Year 5	8%	45%	+37%
Year 6	28%	50%	+22%

<b>Maths: Disadvantaged pupils at age-related expectations</b>			
<b>Year</b>	<b>September 2021</b>	<b>SEPT 2022</b>	
Year 1	29%	64%	+35%
Year 2	64%	50%	-14%
Year 3	38%	52%	+14%
Year 4	50%	60%	+10%
Year 5	49%	61%	+12%
Year 6	69%	81%	+12%

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

### 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