



Netherton Infant & Nursery School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Netherton Infant & Nursery School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	16% (31 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023 (2 years)
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Barker
Pupil premium lead	Emma Barker
Governor / Trustee lead	Julia Stocks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <small>28 x £1,345 = 37,660</small>	£ 37,660
Schools-led tutoring grant	£2,025
Recovery premium funding allocation this academic year	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£43,745

Part A: Pupil premium strategy plan

Statement of intent

At Netherton Infant & Nursery School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

- 17% of pupils are eligible for Pupil Premium Funding in comparison to 23% national.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Provide opportunities for pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly during pupil progress meetings. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school
2	Our pupil premium children as a group did not make as rapid progress in their reading as non-pupil premium children in 2021
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
4	Some of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to poor knowledge of the world and vocabulary acquisition is limited
5	Some of our pupil premium children don't have access to technology in order to improve learning outcomes
6	Some of our pupil premium children are not ready to learn and have not yet managed to develop lifelong strategies, which will positively affect their happiness levels and improve their ability to be successful learners.

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 What will success look like?
1 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).	<ul style="list-style-type: none"> Attendance officer will promptly call families who have an absent child without reason A 'red flag' list will be used by the our business manager of children we know who have historic attendance concerns and teachers will talk to parents about good attendance Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher
2 - Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition	<ul style="list-style-type: none"> PP children will develop a love of reading

	<ul style="list-style-type: none"> • They will engage in the sharing books taken home for families • They will be regularly heard read by an adult at home • They will access keep up sessions if required
3 - A strong professional dialogue will be kept open between staff regarding all of the vulnerable group	<ul style="list-style-type: none"> • Termly pupil progress meetings will take place
4 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Netherton Infant & Nursery School and have access to technology in order to give them greater	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to tap into our children's passions • Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms • A dedicated music group will be formed in Spring 1 for PP children and those with high needs - children are able to learn a new skill or play an instrument • Purchase of class set of laptops • Year 2 pupils will have the opportunity to perform to an audience
5 – These children still feel happy and safe at school and engage with their learning.	<ul style="list-style-type: none"> • Pupil premium children will engage with the wider life at Netherton Infants • Children's attendance will remain high (linked to 1) because they are happy coming to school • Pupil voice surveys will report that PP children are happy and safe in school

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
<p>INSET day looking at internal progress data – possibility of purchasing INSIGHT and IASEND progress for SEN pupils</p> <p>£350 – per year £700 – 2 years</p>	<p>When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children</p>	<p>2</p>
<p>Purchase a new reading (whole school) and phonics scheme with strategic intervention scheme and train up staff members to use this</p> <p>On-going training and resourcing £5500</p>	<p>Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results.</p>	<p>2</p>
<p>The teacher in charge of SEND and Mental Health Wellbeing is fully trained and able to implement strategies</p> <p>£1500</p>	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p>	<p>3</p>
<p>Additional ETA with ELSA training £16500</p>	<p>ETA to be based in Year 1 classroom where PP are at a high number. ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils.</p>	

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

Budgeted cost: £675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Schools-led tutoring to commence in the Spring term for 10 pupils (15hrs each). Teaching staff to lead and focus on current gaps in reading, writing and maths (£675)	Higher attainment in reading, writing and maths indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	2
1:1 pupil progress meetings with teachers and the headteacher	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1 & 3

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

Budgeted cost: £18,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase 30 x laptop/tablets £13, 115 PurpleMash computer scheme 3-year licence: £2,020	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these. The EEF state that: Technology has the potential to increase the	4

	quality and quantity of practice that pupils undertake, both inside and outside of the classroom	
Purchase The Happy-Centred School programme - a scientifically-researched, evidence-based primary PSHE programme. £650 CPD for staff £2000	The Happy-Centred School programme is a scientifically-researched, evidence-based primary PSHE programme. The programme develops lifelong strategies, which will positively affect their happiness levels and improve their ability to be successful learners.	
Music sessions with qualified music teacher £625	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem	4

Total budgeted cost: £43,285