



Netherton Infant & Nursery School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	190
Proportion (%) of pupil premium eligible pupils	10% (18 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2025 (2 years)
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
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	£ 26190
Schools-led tutoring grant	£0
Recovery premium funding allocation this academic year	£3,190 (£145 x 22)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£29380

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.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, struggling to conform to the behaviour expectations within a school setting and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- 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:

- 10% of pupils are eligible for Pupil Premium Funding in comparison to 28% 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
- 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 – whole school is 94.6%, disadvantaged pupils 91.5% (Nov. 2023)
2	Some of our children in receipt of pupil premium do not have as many opportunities to practice their reading and will often be behind their peers in phonics and reading.
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need – 54%
4	Speech, language and communication – Assessment, observations and discussions indicate a proportion of pupils have under-developed oral language skills and vocabulary gaps. These under-developed skills are evident from nursery through to KS1.
5	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. Social, emotional, and mental health observations and discussions indicate that the well-being and emotional development of a proportion of our disadvantage pupils has been impacted by trauma and ACEs.

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

	<ul style="list-style-type: none"> • Attendance will be closely monitored for all children especially our PP children • Extremely poor attendance (below 90%) will be challenged with communication
2 - Pupil premium children will have access to quality phonics teaching and catch up interventions	<ul style="list-style-type: none"> • PP children will develop a love of reading through our reading scheme, access to quality texts, the teaching of literacy and visits to the library • They will engage in the sharing books taken home for families • They will be regularly heard read by an adult at school and at home • They will access catch up sessions if and when required
3 – SENDco to have a full overview of PP and SEND needs	<ul style="list-style-type: none"> • Termly pupil progress meetings will take place • I-APDR plans place for all children on the SEND register • Whole school overview regularly updated.
4 – SALT referrals complete, SALT available through the TLT, Speech Stars intervention used throughout school.	<ul style="list-style-type: none"> • Children with SALT needs identified quickly • In-house interventions completed from nursery onwards • High quality interactions used with all adults in school
5 – SEMH needs identified and therapeutic/ emotion coaching used by staff, appropriate referrals are completed if required. Additional SEMH needs identified on I-APDR plans	<ul style="list-style-type: none"> • Children are supported to become increasingly emotional intelligent using the Zones of Regulation and 'naming it to tame it' language. • ELSA is used effectively with positive results.

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: £4167

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocate teaching assistant time to planning and running specific interventions for children deemed to be disadvantaged Training for key staff in ELSA £1667	Many PP children require extra emotional support Education Endowment Foundation Teaching and Learning Toolkit	5
Updating resources and continued CPD in reading/phonics scheme Training for staff to ensure reading and language links are made – oracy is prioritised in all areas. On-going training and resourcing £2500	Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2/4

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

Budgeted cost: £0

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

Budgeted cost: £25,213

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of teaching assistants across Early Years and Key Stage 1 to target SEMH needs of some disadvantaged children £12837	Use of EEF Making best use of Teaching Assistants document used in order to make the best use of teaching assistants	5
The teacher in charge of SEND to have additional time for SEND, behaviour and mental health £7210	Evidence from the EEF Toolkit suggest that Social and Emotional Learning can lead to positive gains in learning Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk). Evidence from the EEF Toolkit recommends that the use targeted approaches to meet the needs of individuals in your school Improving behaviour in schools (Pupil Premium Guide Apr 2022 1.0.pdf)	3
Further behavioural training on INSET and twilight £5166	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. Our Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development. Our Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities. Our accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.	3

Total budgeted cost: £29380