

Pupil premium strategy statement 2020-21 reviewed

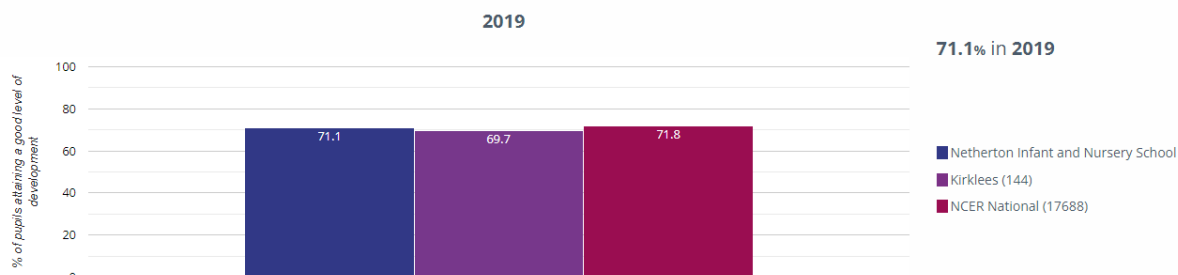
School overview

Metric	Data
School name	Netherton Infant and Nursery School
Pupils in school	187 including Nursery (31)
Proportion of disadvantaged pupils	Currently 32 children = 17%
Pupil premium allocation this academic year	Anticipated £24,210 (based on 18 children) Actual allocation £31 480
Academic year or years covered by statement	2020-2021
Publish date	April 2021
Review date	September 2021
Statement authorised by	Karen Beattie
Pupil premium lead	Karen Beattie
Governor lead	Julia Stocks

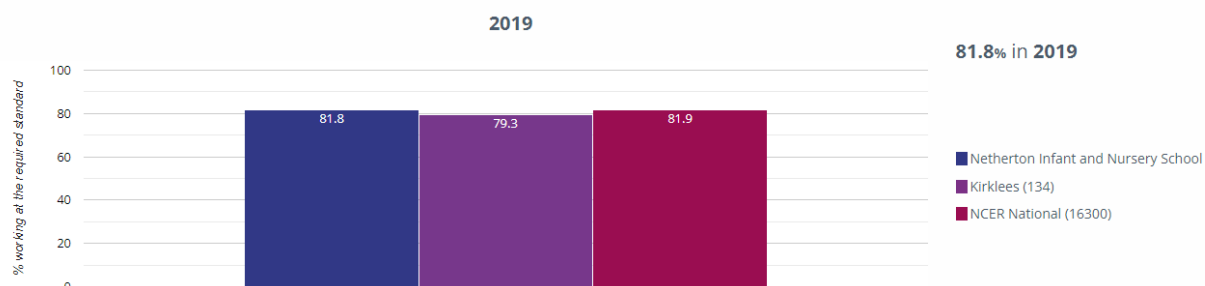
Disadvantaged pupil progress scores for 2019 (no data 2020)

Measure	Score
Reading	
Writing	
Maths	

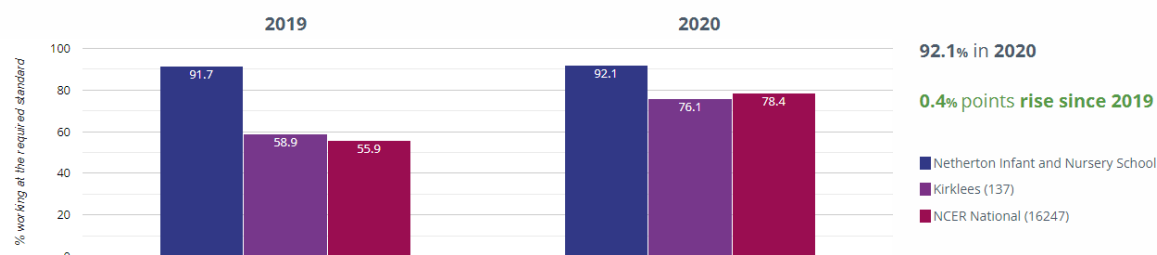
★ Good Level Of Development



Year 1: Working At



Year 2: Working At



Disadvantaged pupil performance overview for 2019 (no data 2020)

Measure	Score
Meeting expected standard at KS1	33% (3 out of 9 children)
Achieving high standard at KS1	
Meeting expected standard at end of Reception (GLD)	50% (2 out of 4 children)
Measure	Activity
Priority 1	Embed Emotional Coaching with all staff across school
Priority 2	Ensure children are emotionally ready to learn
Barriers to learning these priorities address	Attendance, lockdown
Projected spending	£10,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Y2 reading: scanning a text	Sept 21
Progress in Writing	Y2 handwriting	Sept 21
Progress in Mathematics	Y1 number	Sept 21
Phonics	Y1 phonics Reception NELI	Sept 21
Other	Alex Timpson and Emotional Coaching	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year 2020-2021

Measure	Activity
Priority 1	Embed Emotional Coaching with all staff across school
Priority 2	Ensure children are emotionally ready to learn
Barriers to learning these priorities address	Attendance, quiet areas to work in school
Projected spending	£10,000 (Alex Timpson training x 7 staff £441.51) Targeted emotional support through SEN ETA (£9674)

Wider strategies for current academic year

Measure	Activity
Priority 1	Create and embed a breakfast club
Priority 2	Specific interventions for handwriting, phonics, NELI, speech & language, precision teaching, book club, forest nurture group, additional nurture groups.
Barriers to learning these priorities address	Improving punctuality and readiness to learn for disadvantaged children
Projected spending	£21 480

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, twilights and additional cover being provided by cover supervisor
Targeted support	Small group interventions in handwriting, phonics, NELI, speech & language, precision teaching, book club, forest nurture group, additional nurture groups.	Cover supervisor used as interventions lead. Additional cover hours from HTLA on Fridays purely for targeted interventions.
Wider strategies	Engaging and supporting families through remote learning.	Working closely with the Trust and primary heads through the community hub

Review: last year's aims and outcomes

Aim	Outcome
Embed Emotional Coaching with all staff across school	<p>Emotional health and well-being is embedded within the school development plan, policies and systems within school. These are monitored and evaluated. There is a graduated and differentiated response to managing behaviour which along with the above minimises the need for exclusions. School staff have asked about continuing the momentum of Alex Timpson into the next academic year. To consider emotion coaching deepening practice training and individual emotion coaching consultations.</p> <p>Successful audit and self-evaluation following the training in June 2021.</p>
Ensure children are emotionally ready to learn	<p>Support through social interaction. Staff mentors supporting children who struggle (individual staff with strengths in supporting children – nominated member of staff).</p> <p>Yoga was introduced after the first lockdown.</p>

	<p>The majority of the children who did not achieve their literacy ELG were at home during 'lockdown' or in school part time. Writing was an area parents told us they found difficult to carry out with their child.</p> <p>All those children on return to school after lockdown received catch up intervention if required. (phonics, handwriting, NELI).</p> <p>Phonics: progress has been notably faster and with more children ready to begin phase 5 in Year 1 than in previous years.</p> <p>Reading: This year we have used fully decodable books and the number of children attaining their ELG for reading has increased.</p>
<p>Create and embed a breakfast club</p>	<p>The provision for wraparound care was put into the planning stage but due to COVID-19 didn't get started until Sept 2021.</p>
<p>Specific interventions for handwriting, phonics, NELI, speech & language, precision teaching, book club, forest nurture group, additional nurture groups.</p>	<p>73% of PP children passed the phonics screening check.</p> <p>Forest school continues to be a strength of the school.</p> <p>Staff are using the skills from the Alex Timpson training to make trusting relationships with children</p>