



Netherton Infant & Nursery School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	189
Proportion (%) of pupil premium eligible pupils	13% (25 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	December 2022
Date on which it will be reviewed	September 2023
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>26 x £1,345 =</small>	£ 36,010
Schools-led tutoring grant	£0
Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,505

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
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both school
- 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:

- 13% 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
- 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 93.7%, disadvantaged pupils 92.2%
2	Parental engagement with school is often lower for children in our disadvantaged group.
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need – 28%
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 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 business manager of children we know who have historic attendance concerns and

	<p>teachers will talk to parents about good attendance</p> <ul style="list-style-type: none"> Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher
<p>2 - Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition</p>	<ul style="list-style-type: none"> PP children will develop a love of reading 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
<p>3 - A strong professional dialogue will be kept open between staff regarding all of the vulnerable group</p>	<ul style="list-style-type: none"> Termly pupil progress meetings will take place
<p>4 - All parents will be engaged with school and know how to support their children's wellbeing and learning. Evidence of quality dialogue between school and parents. Pupil voice and parent voice show high levels of engagement and parent's evenings/open house events are well attended.</p>	<ul style="list-style-type: none"> Higher percentage of parents attending face-to-face parent meetings Parents feel that their opinions are valued
<p>5 - 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 opportunities</p>	<ul style="list-style-type: none"> A wide range of extra-curricular activities will be offered to tap into our children's passions: Art club Choir Lego club Dance Yoga Music Intrasports competitions Year 2 pupils will have the opportunity to perform to an audience
<p>6 – These children still feel happy and safe at school and engage with their learning. They are listened to and regularly have time to talk and understand their emotions.</p>	<ul style="list-style-type: none"> Pupil premium children will engage with the wider life at Netherton Infants: Lots of children and families joining in FONS events including Christmas fayres and carol concerts.

	<ul style="list-style-type: none"> • 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 • Children will be included in weekly forest school activities
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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: £23500

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 £16500	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.	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	4

On-going training and resourcing £5500		
The teacher in charge of SEND and Mental Health Wellbeing is fully trained and able to implement strategies £1500	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. Supervised sessions are continued in weekly staff meetings. Training opportunities are identified and CPD is current and valuable.	3

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: £16500

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 £17005	Use of EEF Making best use of Teaching Assistants document used to support the deployment and expectations of teaching assistants making the best use of teaching assistants	5
Visitors in school – including Pantomime at Christmas	Improves resilience, self-confidence and wellbeing. Supports cohesion and a sense of belonging Improves engagement with learning	4
Whole class music lessons in Year 2	Develops performing skills, confidence, self-esteem, concentration, improved behaviour, resilience, perseverance,	5

	independence, listening skills, team working, peer support, and creativity impacting on all areas of the curriculum Music Mark final report EEF Arts Participation	
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Total budgeted cost: £40,505