

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	Netherfield Primary School
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J Crone, Headteacher
Pupil premium lead	N Holdridge
Governor / Trustee lead	C Turner & M Potten

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,645
Recovery premium funding allocation this academic year	£21,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£216,645

Part A: Pupil premium strategy plan

Statement of intent

At Netherfield Primary School we aim for ALL pupils to have the same opportunities to succeed. Our strategy aims to use pupil premium funding to narrow the gap for disadvantaged pupils in terms of academic achievement but also with regard to non-academic development, including responding to the impact of the COVID-19 pandemic.

In this strategy we will focus on addressing the key challenges facing our disadvantaged pupils: communication and language skills, reading, and emotional resilience. We will do this through:

- a whole school approach to raising expectations for disadvantaged children, where all staff take responsibility for their outcomes.
- a whole school focus on reading, writing and maths (including introduction of a new phonics scheme).
- early identification of areas of need and providing interventions, and tutoring programmes to address them.

School Context:

Netherfield Primary and Nursery School is a member of the Greater Nottinghamshire Education Trust, along with our feeder secondary school, Carlton-le-Willows. We currently have 440 children on roll, including provision for 2 year olds and F1, and with two form entry for years F2-6. Within our school, we currently have children from 16 different nationalities, (9% EAL), and 13% SEN, including 3 children with ECHPs. 164 of our children are eligible for Pupil Premium funding.

Netherfield is located in the borough of Gedling, in Nottinghamshire. Within Gedling, Netherfield is ranked top for deprivation (2019 IMD scores), with an IDACI score of 0.267, meaning that 26.7% children living in the area are from income-deprived families. This ranks Netherfield 803th out of the 7219 wards in England for children affected by deprivation. Netherfield is ranked 875th out of the 7219 wards in England for Income Deprivation. This puts Netherfield within the top 15% of wards for deprivation in England.

Challenges

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

Challenge number	Detail of challenge															
1	<p>Our latest (internal) data shows that disadvantaged pupils are making less progress than their peers across all subjects and year groups. This demonstrates that they have been disproportionately affected by the COVID-19 pandemic, which is in line with findings from national studies.</p> <p>Internal assessments show that in 2021, 48% of disadvantaged pupils across the school (yrs 1-6) achieved age related expectations.</p>															
2	<p>Our internal and external assessment data for Phonics shows that knowledge and understanding for some disadvantaged children is lower than their peers, impacting their development as readers. This is predominantly a concern for those year groups who have missed at least part of their explicit phonics teaching due to the partial school closures caused by the COVID-19 pandemic, ie current years 1-4. Although the gap has closed significantly since 2018, improving the teaching of Phonics remains a priority.</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020*</th> <th>2021**</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>91%</td> <td>86%</td> <td>80%</td> <td>81%</td> </tr> <tr> <td>(disadv)</td> <td>87%</td> <td>82%</td> <td>67%</td> <td>77%</td> </tr> </tbody> </table> <p>*2020 data based on teacher predictions as children weren't in school due to COVID **2021 data from internal assessments only</p>		2018	2019	2020*	2021**	Year 2	91%	86%	80%	81%	(disadv)	87%	82%	67%	77%
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3	<p>Through observations, assessments and discussions with families we have identified that many of our disadvantaged children are struggling with having the emotional resilience to engage fully and effectively in learning activities, impacting their attendance, behaviour and attainment.</p>															
4	<p>Attendance of disadvantaged pupils is currently lower than that of their peers.</p> <p>(2020-21 data shows PP attendance at 92.5% compared with 94.2% for non-PP children although these figures have been affected by guidance for marking attendance during COVID isolation periods.)</p>															
5	<p>Our observations demonstrate that disadvantaged pupils do not always have the cultural capital of their peers and can therefore take longer to build robust schema. This can have a lasting impact on their ability to move learning into their long-term memory. This has been exacerbated by the COVID-19 pandemic due the reduction in available activities and experiences during lockdowns.</p>															

6	<p>Baseline assessments on entry to Foundation 2 demonstrate that our children start Netherfield Primary School with low communication and language skills. In particular, only 29% of our disadvantaged pupils are at age-related expectation for Speaking on entry, compared to 50% for non-disadvantaged pupils.</p> <p>Speaking is a therefore a high priority for our Early Years Unit.</p> <p>Low entry points for Word Reading and Writing remain a concern for both disadvantaged and non-disadvantaged pupils.</p>
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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
Improved attainment for disadvantaged pupils	100% achieving their FFT 50 targets across all pupils in all years for Reading, Writing and Maths.
Improved teaching and learning of phonics across Key Stage 1	100% pupils achieve pass in PSC by end of Year 2. <i>Our data shows that since 2018, this has been less than 85%.</i>
Improved communication and language skills for disadvantaged pupils	75% of disadvantaged children at ARE for speaking by the end of F2. <i>Our FS2 baseline data shows that 29% of PP children were at ARE in September 2021.</i>
Improved attendance of disadvantaged pupils	Attendance for disadvantaged pupils is in line with whole school attendance. <i>2020-21 data shows PP attendance at 92.5% compared with 94.2% for non-PP children although these figures have been affected by guidance for marking attendance during COVID isolation periods.</i>
Improved mental wellbeing and engagement	Evidenced in pupil surveys and attitudes displayed in pupil interviews throughout 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: £84,543.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use staff meeting time (pedagogy forum) and introduce CPD newsletter to ensure teachers are aware of evidence-based research and given strategies to improve their pedagogy, specifically including a focus on explicit teaching of metacognition strategies.</p>	<p>Teaching staff will be encouraged to read and use findings from educational research, specifically using the EEF Toolkit to support their classroom practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Research demonstrates that explicitly teaching metacognitive strategies can be very effective in encouraging disadvantaged children to become more engaged in their learning.</p>	<p>1</p>
<p>Provide training for all staff to embed Little Wandle phonics scheme across the whole school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Research shows that teaching synthetic phonics is the most effective way to teach early reading, as well as supporting older pupils struggling with decoding.</p> <p>Little Wandle Phonics was the accredited scheme chosen as it makes cohesive links between the phonics lesson and reading. This is the area where traditionally, NPS children have struggled.</p>	<p>2</p>
<p>Ensure teachers effectively use teaching assistants to support the specific needs of disadvantaged pupils in closing the attainment gap.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>The research linked above suggests that TAs have the largest impact when used for specific interventions rather than general classroom support. Our experience in school demonstrates that where TAs are given clearly structured and targeted planning they can be effective at supporting a small group of children within the classroom to overcome a barrier and engage with their learning.</p>	<p>1</p>

<p>Increase staff ratio in Y6 to allow smaller group teaching in Reading, Writing and Maths.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>While the evidence suggests that reducing class size does not always have a high impact on attainment, our experience shows that at Netherfield, reduced class sizes and a more personalised approach leads to a higher level of progress being made, with the largest greatest impact being on disadvantaged pupils.</p> <p>Internal 2021 data shows that over the two terms of reduced class sizes in Year 5, disadvantaged children made more progress than their peers in reading, and the same in maths, and accelerated progress in writing, only marginally less than their peers, shown in the table below.</p> <table border="1" data-bbox="491 752 1225 904"> <thead> <tr> <th rowspan="2">Year 5</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>PP</th> <th>Yr Grp</th> <th>PP vs Yr Grp</th> <th>PP</th> <th>Yr Grp</th> <th>PP vs Yr Grp</th> <th>PP</th> <th>Yr Grp</th> <th>PP vs Yr Grp</th> </tr> </thead> <tbody> <tr> <td>Spring</td> <td>-8.3</td> <td>-8.1</td> <td>-0.2</td> <td>-4.7</td> <td>-5.3</td> <td>+0.6</td> <td>-8.1</td> <td>-7.6</td> <td>-0.5</td> </tr> <tr> <td>Summer</td> <td>-3.1</td> <td>-3.6</td> <td>+0.5</td> <td>-1.9</td> <td>-2.3</td> <td>+0.4</td> <td>-6.9</td> <td>-6.4</td> <td>-0.5</td> </tr> <tr> <td>Progress</td> <td>+5.2</td> <td>+4.5</td> <td></td> <td>+2.8</td> <td>+3.0</td> <td></td> <td>+1.2</td> <td>+1.2</td> <td></td> </tr> </tbody> </table>	Year 5	Reading			Writing			Maths			PP	Yr Grp	PP vs Yr Grp	PP	Yr Grp	PP vs Yr Grp	PP	Yr Grp	PP vs Yr Grp	Spring	-8.3	-8.1	-0.2	-4.7	-5.3	+0.6	-8.1	-7.6	-0.5	Summer	-3.1	-3.6	+0.5	-1.9	-2.3	+0.4	-6.9	-6.4	-0.5	Progress	+5.2	+4.5		+2.8	+3.0		+1.2	+1.2		<p>1</p>
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<p>Provide training for the whole EYFS staff team by speech and language therapists to enable staff to provide whole class approaches which will support ALL children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Research shows that children’s oral language development is most effectively impacted through approaches which explicitly support communication through talking, verbal expression and modelling good communication.</p> <p>Training the entire EYFS staff team will allow children at Netherfield to be supported to develop their language and communication skills consistently and effectively.</p>	<p>6</p>																																																	

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

Budgeted cost: £92,510.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group interventions for disadvantaged pupils falling behind age-related expectations.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence shows that small group (<6 pupils) is effective at closing the attainment gap, when learning is clearly structured and matched to identified gaps. A greater level of interaction is possible which supports in overcoming barriers to learning. Interventions respond directly to gaps identified that day or week.	1
Further improve provision of online tutoring – Y3/Y4/Y5/Y6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence shows that small group (<6 pupils) is effective at closing the attainment gap, when learning is clearly structured and targeted to identified gaps, and is led by experienced teachers.	1
Establish before and after school booster groups to address gaps in learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time As per recommendations in the EEF Teaching and Learning Toolkit, these clearly-structured sessions are led by an experienced part-time Year 6 teacher, addressing gaps in understanding and knowledge in maths and writing, as identified during assessments.	1
Early identification of those children showing as not on track or 'concern' for communication and language will have referrals made, then C&L small group and 1:1 interventions where appropriate.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches The research shows that the highest impact on communication and language comes from small group and 1:1 interventions by highly trained staff. These will be implemented in addition to the whole class approaches detailed above.	6

<p>Monitor the effectiveness of interventions through half-termly pupil progress meetings.</p>	<p>This is a carry-over from our previous strategy, and evidence shows that the increased rigour in monitoring the engagement and effectiveness of interventions has led to a deeper understanding of what works best for our children and how best we can support them with their areas of need.</p>	<p>1</p>
<p>Attendance Lead to have specific time to speak to parents/carers to address attendance of disadvantaged children, and reduce persistent absenteeism.</p>	<p>Our experience at Netherfield demonstrates that using personal interactions to increase parental engagement has a large impact on improving punctuality and attendance amongst our disadvantaged pupils.</p>	<p>4</p>

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

Budgeted cost: £40,471.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed wraparound care.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Research suggests that extending school provision to include activities which develop personal and/or social skills can have an impact on attainment.</p> <p>We aim to offer a variety of clubs for each age group in school, catering to a wide range of interests.</p>	4
Provide a range of FOC non-academic afterschool clubs run by staff	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Evidence suggests that providing opportunities for disadvantaged pupils to participate in the arts (choir, art, creative clubs) can have a knock-on effect into other areas of learning.</p>	3/5
Provide ELSA training for support staff to lead support sessions across all phases in school.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidence suggests that disadvantaged children are more likely to have lower social skills than their peers. An intervention to address this can support pupils with improving engagement in their learning, and emotional resilience.</p>	3
Create a 'hardship fund' to contribute towards payments for trips and opportunities for disadvantaged pupils.	<p>Resources to be set aside for needs which will be discussed when identified. Our experience in school demonstrates that it is important to be responsive to individual need and circumstance, and to allow all children to have access to activities, trips or other items in line with their peers as it strengthens relationships, builds resilience, and can have a positive impact on attendance.</p>	5

Total budgeted cost: £217,516.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to the COVID-19 pandemic, a number of the action points from our previous strategy were not able to be implemented. Some of our Pupil Premium funding was diverted to address needs which arose as a direct result of the pandemic, such as extra staffing in Year 5, online tuition, and additional hours for afterschool boosters run by teaching assistants.

Our internal assessments suggest that there has been a significant improvement in the performance in reading, maths and writing in all year groups since the last externally validated data despite the COVID Pandemic. However, the progress of disadvantaged pupils was disproportionately affected by the school closures, as we were unable to provide the full year of quality first teaching, intervention and support outlined on our previous strategy.

Externally provided programmes

Programme	Provider
Y5 Pilot tutoring scheme	Better Education Specialists

Further information (optional)

When writing this strategy document, we used our latest assessment data to identify and understand where the greatest areas of need were across the whole school. This, along with our observations, also allowed us to identify which areas had been most impacted by the COVID-19 pandemic, and put a plan in place to address them.

We have appointed a Pupil Premium Lead to undertake research into effective use of Pupil Premium funding, by reading guidance, research findings and studies, and to lead on implementing the actions and activities outlined in the strategy plan.

In addition to the above activities, we have increased the rigour of monitoring processes with regard to our disadvantaged pupils, which aim to identify and address specific barriers as early as possible.

We have also implemented a robust quality assurance process for our three-year strategy plan which will allow us to monitor and evaluate outcomes and make any adjustments as necessary throughout this period.