

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 (Sept 2021) 443 (Nov 2022) 448 (Sept 2023)
Proportion (%) of pupil premium eligible pupils (*Based on whole school numbers including Nursery)	37%* (Sept 2021) 37%* (Nov 2022 – 166 pupils) 42%* (Sept 2023 – 187 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2021 (Updated Nov 2022, Oct 2023)
Date on which it will be reviewed	September 2022 September 2023 July 2024
Statement authorised by	J Crone, Headteacher
Pupil premium lead	N Holdridge
Governor / Trustee lead	M Potten

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,090
Recovery premium funding allocation this academic year	£24,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£278,595</b>

# 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 446 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, (14% EAL), and 13% SEN, including 3 children with ECHPs. 187 of our children are eligible for Pupil Premium funding, 37% of these are also SEN.

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 875<sup>th</sup> 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><b><u>Attainment</u></b></p> <p>Our latest (internal) data shows that disadvantaged pupils are making less progress than their peers across all subjects and year groups.</p> <p>Internal assessments show that in 2021, 48% of disadvantaged pupils across the school (yrs 1-6) achieved age related expectations. Internal and externally validated data shows that 41% of disadvantaged pupils (yrs 1-6) achieved NS+ combined in 2022.</p> <p>Despite the gap still being present, once again in 2023 disadvantaged pupils in Y6 performed better than the National Average for <b>all</b> pupils, combined and across all subjects in end of KS2 SATs: Reading National 73%, Netherfield disadvantaged pupils 75% Writing National 71%, Netherfield disadvantaged pupils 80% Maths National 73%, Netherfield disadvantaged pupils 80% Combined National 59%, Netherfield disadvantaged pupils 60%</p>																					
2	<p><b><u>Phonics</u></b></p> <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. While this remains a concern, results from the 2023 Phonics Screening Check show that disadvantaged pupils at Netherfield outperformed non-disadvantaged pupils.</p> <table border="1" data-bbox="363 1482 1294 1637"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020*</th> <th>2021**</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>91%</td> <td>86%</td> <td>80%</td> <td>81%</td> <td>85%</td> <td>91%</td> </tr> <tr> <td>(disadv)</td> <td>87%</td> <td>82%</td> <td>67%</td> <td>77%</td> <td>74%</td> <td>95%</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**	2022	2023	Year 2	91%	86%	80%	81%	85%	91%	(disadv)	87%	82%	67%	77%	74%	95%
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(disadv)	87%	82%	67%	77%	74%	95%																
3	<p><b><u>Resilience</u></b></p> <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 for learning and attainment.</p>																					

4	<p><b><u>Attendance</u></b></p> <p>Attendance of disadvantaged pupils is currently lower than that of their peers; the gap is closing marginally year-on-year but this remains a priority across the school.</p>
5	<p><b><u>Knowledge and Understanding of the World</u></b></p> <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.</p>
6	<p><b><u>Communication Skills</u></b></p> <p>Baseline assessments on entry to Foundation 2 demonstrate that our children start Netherfield Primary School with low communication and language skills.</p> <p>In 2021 29% of our disadvantaged pupils are at age-related expectation for Speaking on entry, compared to 50% for non-disadvantaged pupils. In 2022 the gap has reduced significantly following support put in place in F1 during the last year as part of this strategy.</p> <p>In 2023 the gap between disadvantaged pupils and their peers for speaking continues to be minimal following input in F1. However, listening remains a concern with a more significant gap (14% of disadvantaged pupils at ARE on entry, compared with 26% of non-disadvantaged pupils).</p> <p>However, speaking and listening continue to be a high priority for our Early Years Unit.</p> <p>entry points for Word Reading and Writing remain a concern for both disadvantaged and non-disadvantaged pupils.</p>

## 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 <b>all</b> pupils in <b>all</b> 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.
Improved communication and language skills for disadvantaged pupils	75% of disadvantaged children at ARE for speaking by the end of F2.
Improved attendance of disadvantaged pupils	Attendance for disadvantaged pupils is in line with whole school attendance.

Improved mental wellbeing and engagement	Evidenced in pupil surveys and attitudes displayed in pupil interviews throughout school.
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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: £94,165.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></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>	1
<p>Provide training for all staff to embed Little Wandle phonics scheme across the whole school.</p> <p><i>2022 update</i>  <i>Training will continue to be provided as required as refresher training and support for new staff.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></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>	2
Ensure teachers effectively use teaching assistants to support the specific needs of disadvantaged pupils	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></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</p>	1

<p>in closing the attainment gap.</p>	<p>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>Increase staff ratio in Y6 to allow smaller group teaching in Reading, Writing and Maths, and provide increased intervention provision time.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></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>KS2 SATs results from 2022 and 2023 show that the smaller teaching groups have had a large impact.</p>	<p>1</p>
<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><i>2022 update: Staff will continue to use strategies developed during 21-22 to support ALL children in the Early Years Unit with language and communication skills.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></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: £100,131.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Evidence shows that small group (&lt;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.</p>	<p>1</p>
<p>Further improve provision of online tutoring</p> <p><i>2022 update: Online tutoring is no longer taking place.</i></p> <p><i>2023 update: School-Led Tutoring is on-hold due to Trust changes (separate funding)</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Evidence shows that small group (&lt;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.</p>	<p>1</p>
<p>Establish and continue to run before and after school booster groups to address gaps in learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>As per recommendations in the EEF Teaching and Learning Toolkit, these clearly-structured sessions are led by experienced Year 6 and Year 2 teachers in those year groups, addressing gaps in understanding and knowledge in maths and writing, as identified during assessments.</p>	<p>1</p>

<p>Early identification of children showing as not on track or 'concern' for communication and language to have referrals made, then C&amp;L small group and 1:1 interventions where appropriate.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>The research shows that the highest impact on communication and language in EYFS 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.</p>	<p>6</p>
<p>Monitor the effectiveness of interventions through half-termly pupil progress meetings.</p> <p>2023 update: introduce skills audit among support staff to ensure effective interventions.</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>Sept 2023 update: a Senior member of staff has been appointed to oversee attendance and implement strategies to bring attendance for disadvantaged pupils in line with their peers.</p>	<p>4</p>
<p>2022 New:</p> <p>Phonics Specialist TA appointed to provide phonics catch-up sessions for those children requiring further support provide advice, support and coaching to all staff teaching phonics.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The research above shows that providing small group phonics catch-up sessions can really support disadvantaged pupils with closing the learning gap.</p> <p>This role is embedded in the school budget on a full time basis.</p>	<p>2/6</p>



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

Budgeted cost: £59,793.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed wraparound care.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></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>	4
<p>Provide a range of FOC non-academic afterschool clubs run by staff</p> <p><i>2022 update: Purchase of kits for in-house Lego club.</i></p> <p><i>2023 update: wider range of clubs offered to allow participation in Trust activities</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></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> <p>We aim to offer a variety of clubs for each age group in school, catering to a wide range of interests.</p>	3/5
<p>Provide ELSA training for support staff to lead support sessions in all phases.</p> <p><i>2022 update: 2 staff members trained Oct 2022.</i></p> <p><i>2023 update: training completed and sessions taking place regularly.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></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 to trips and opportunities for disadvantaged pupils.	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.	5

**Total budgeted cost: £254,090.01**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Review of 2022-23 strategy:

Monitoring during the summer term shows that metacognitive strategies are embedded across the school. Children are now more aware of the process of learning and how they can help themselves. This will remain a focus for 23-24.

Staff responsible for teaching phonics have had extra support this year from Claire Bull – Phonics Lead TA, and support has been sought from The English Hub Network, with regular visits and support sessions. The English Hub support will continue into 23-24.

Termly Pupil Progress meetings and intervention timetables evidence effective use of TAs across the school. Further support is given where needed.

Once again, there has been an increased staff ratio in Year 6, of 3 full time teachers September – March and 3.6 FTE from March to July. This has allowed for smaller focussed groups for teaching core subjects. Results for 2023 below show the impact of smaller teaching groups:

			All pupils		Disadv pupils	Non-disadv pupils
		National 2023	2023	FFT 50	2023	2023
Reading	Progress	0	2.1		2.3	1.9
	% National Standard +	73%	79%	74%	75%	81%
	% Greater Depth	%	32%	24%	20%	39%
Writing	Progress	0				
	% National Standard +	71%	84%		80%	86%
	% Greater Depth	%	9%		5%	11%
Maths	Progress	0	-0.8		-0.1	-0.7
	% National Standard +	73%	85%	82%	80%	89%
	% Greater Depth	%	21%	30%	15%	25%
Reading, Writing & Maths	% National Standard +	59%	68%		68%	72%
	% Greater Depth	%	5%		0%	8%

EYFS have continued to use Speech and Language strategies from last year. Further support is potentially available from EQUALS Trust.

A range of small group and 1:1 interventions, including keep-up, catch-up and pre-teach sessions has taken place across the school to support those at risk of falling behind their peers or their targets. These will continue to take place in response to teacher assessment. Discussions in Pupil Progress meetings suggests that support is required with accessing suitable reading interventions in LKS2.

SATs booster sessions took place once again in Year 6 and were introduced in Y2, to provide opportunities for children to practice SATs style questions in an informal atmosphere.

In the Nursery provisions, a personalised curriculum has been set up for those children significantly below ARE for communication skills. This has ensured they are given frequent opportunities to improve their skills in listening, attention, speaking and communication.

Attendance figures show that there is still a gap between disadvantaged and non-disadvantaged pupils. A Senior member of staff has been appointed to oversee attendance.

Phonics data from 2023 shows the success of small group phonics interventions led by the specialist TA. 91% of children passed by the end of Y2, with 95% of disadvantaged children achieving the pass mark.

Figures show that there has been a higher uptake of both wraparound care and after school clubs. A wide range of clubs has been offered to appeal to everyone. Pupil voice surveys have suggested further clubs which will hopefully take place next year.

Two members of staff have completed their ELSA training which means that 15 children across KS1 and KS2 have been able to access sessions. We have also accessed SEMH support through Pythian Club and Brighter Futures Through Sport.

Contributions from the Hardship Fund have included part or full payment for trips, part or full payment for Y6 hoodies, contributions towards uniform, and contributions towards dinner money arrears.

### **Review of 2021-22 strategy:**

Monitoring during Summer Term 2022 shows that metacognitive strategies are mostly embedded in everyday teaching across the school. This is evidenced in pupil voice questioning, and planning. This will continue to be monitored and evaluated throughout 2022-23.

All staff have completed the Little Wandle Phonics training, and further supportive training has been carried out internally. However, as it is not a full year since the scheme was implemented, it is not yet possible to fully assess the impact. A Phonics specialist learning mentor has been appointed to further support with catch-up groups for phonics across years F2-Y2.

A range of timetabled interventions take place across each year group. Some are regular catch-up sessions for core skills, some are responsive to achievement or understanding in a lesson that day or week. Interventions are monitored during half-termly pupil progress meetings.

Staff in Y6 increased: Autumn term: 3 days of 3 teaching staff per week  
Spring Term: Staff reshuffled to give extra support in Y3, but maintained 3 days of 3 teachers in Y6  
Summer Term pre-SATs: Four teachers daily for three weeks to allow focussed teaching.

The impact of smaller teaching groups and increased intervention provision in Year 6 can be seen in the end of KS2 data from 2022 below:

			All pupils		Disadvantaged pupils		Non-disadvantaged pupils	
		National 2022	2022	FFT 50	2022	FFT 50	2022	FFT 50
Reading	Progress	0	2.0		2.1		1.9	
	% National Standard +	73%	89%	76%	84%	68%	93%	83%
	% Greater Depth	27%	26%	15%	20%	8%	31%	21%
Writing	Progress	0						
	% National Standard +	78%	80%	76%	76%	68%	83%	83%
	% Greater Depth	20%	7%	13%	4%	8%	10%	17%
Maths	Progress	0	0.4		0.4		0.3	
	% National Standard +	79%	83%	83%	72%	72%	93%	93%
	% Greater Depth	27%	26%	15%	16%	8%	34%	21%
Reading, Writing & Maths	% National Standard +	65%	76%	76%	68%	68%	83%	83%
	% Greater Depth	11%	6%	13%	0%	8%	10%	17%

Speech and language training took place in Autumn 2021 and is now embedded in FS1 and FS2. Learning walks and general observations of daily interactions show that staff are now using a wider variety of strategies to work alongside and interact with children in their play. While staffing in EYFS has been affected by illness, the small group communication interventions have been taking place when possible.

Specific time has been allocated to the Attendance Lead. Attendance rates for children eligible for the Pupil Premium have increased from 92.7% in 20-21 to 93.5% in 21-22. (Non PP attendance 95.3% 20-21, 95.0% 21-22).

ELSA training did not take place during 2021-22 due to a lack of availability of external training courses. Two members of staff have started their training during Autumn 2022. Due to the resignation of the existing ELSA lead, a further staff member will be trained when a course becomes available.

There has been increased take up among ALL pupils in the FOC after school clubs AND wrap-around club.

From the Hardship Fund, support has been given as follows: EYFS trip to the farm fully funded, support with purchase of school uniform, Y6 hoodies given FOC to some PP children, food vouchers.

## Externally provided programmes

Programme	Provider
Mentor programme run by a successful sports performer, to support children with improving mental health and self-esteem.	Brighter Futures Through Sport (local charity)
After School Club to support physical activity and improve self-esteem, through developing friendship groups and community awareness.	Pythian Club (local charity)

## Further information (optional)

When writing and updating this strategy document, we have 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.