

Pupil premium strategy statement – Netherfield Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	405 (at census time) 450 (including F1+2YO)
Proportion (%) of pupil premium eligible pupils	41.5% (168 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024 <u>Updated Sept 25</u>
Date on which it will be reviewed	July 2026
Statement authorised by	Jon Crone
Pupil premium lead	Nicola Holdridge
Governor / Trustee lead	Mike Potten

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,640
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£248,640

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. This 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.

In this strategy we will focus on addressing the key challenges facing our disadvantaged pupils: communication and language skills, writing 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*
- Ensuring all teaching is high-quality and meets the needs of all learners*
- Early identification of areas of need and providing appropriate and effective interventions to address them quickly.*
- Ensuring all children have access to a wide range of activities and experiences to enrich their learning and development*

School Context:

Netherfield Primary School is a member of the Equals Trust, which includes 15 Primary schools in the Nottinghamshire area. We currently have 450 pupils on roll, including provision for 2 yr olds and F1, and with 2-form entry for years F2-Y6. Within our school we currently have pupils from 21 different nationalities (16% EAL), and 13% SEN (60 pupils).

Netherfield is located in 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% of children living in the area are from income-deprived families. This puts Netherfield in 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	<u>Attainment</u> While 2024 SATs results show that disadvantaged pupils in Y6 at Netherfield performed better than the National Average for <u>all</u> pupils, combined and across all subjects in end of KS2 SATs, our data (internal and external) shows that disadvantaged pupils are making less progress than their peers across all subjects and all year groups. 2025 SATs results continue to show that disadvantaged pupils are making less progress than their peers.
2	<u>Language and Communication</u> Foundation Stage baseline assessments show that language and communication are consistently the lowest scores among our reception children.
3	<u>Resilience and mental health</u> Through observations, assessments, discussions and survey responses with children and families we have identified that many of our disadvantaged pupils struggle to engage fully and effectively in learning activities, impacting their attendance, behaviour for learning and attainment.
4	<u>Attendance</u> Attendance of disadvantaged pupils remains slightly lower than that of their peers. This includes persistent absenteeism which, while at 16% is lower than the national average for disadvantaged pupils (23.5%), remains a concern and a whole school focus. While attendance both overall and for disadvantaged pupils increased over 2024-25, this remains a key focus at Netherfield.
5	<u>Mastery of Number</u> Internal assessment from Summer 2023 shows that attainment for all year groups (apart from current year 5) in Maths is below the National Average. Whilst additional interventions and strategies help support accelerated progress in maths in Y6, it is the school's wish to embed this practice and progress improvement across all years. In addition, Trust wide, we have 'bought in' to the Mastery of Number programme, which in particular looks to develop early maths.

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% of pupils achieving their in-school targets across all pupils in all years for RWM.
Improved teaching and learning of phonics across the whole school	100% of pupils achieve pass in PSC by the end of Year 2.
Improved language and communication skills for disadvantaged pupils	85% of disadvantaged pupils at ARE by the end of F2.
Improved attendance of disadvantaged pupils	Attendance for disadvantaged pupils to be above NA for their counterparts and typically broadly in line Nationally with all pupils.
Improved mental wellbeing and engagement	Evidenced in pupil surveys and attitudes displayed in pupil interviews throughout school.
Improved attainment in maths due to the rollout of Mastery in Number across the whole school, starting in FS2 and KS2.	Improved outcomes in maths attainment, evidenced by in-school assessment data.

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: £50,314.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
PDP and Network meetings to address areas of need among teaching staff, and introduce strategies to enable quality first teaching across ALL subject areas. Next cycle – KH and EM 25-26	1. High-quality teaching EEF Collaborative learning approaches EEF EEF research confirms that ‘great teaching is the most important level schools have to improve attainment’ and that ‘it important that schools consider how children learn, how they develop knowledge and skills and how they can be supported to lay firm foundations for later learning.’ This includes focus on use of collaborative learning approaches which research suggests that working together on projects and activities can have a high impact on attainment and behaviours for learning.	1 & 3
<i>Introduction of Mastery in Number across the whole school (starting in FS2 and KS1) and rolling through the other year groups over the next two years.</i> No training during 2025-26 2026-27 will be KS2	Mastery learning EEF EEF research shows that using that Mastery approach for maths can be particularly supportive for disadvantaged children and addressing gaps in knowledge and understanding.	1 & 5
<i>Develop leadership of early years to support communication and language development.</i>	Communication and language approaches EEF EEF research highlights the importance of using a range of activities to teach, use, practice and embed rich vocabulary and develop spoken language, vocabulary usage and early reading skills. A focus on strengthening communication language skills in the Early Years will then have a positive impact on reading and writing across the school.	1 & 2

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

Budgeted cost: £154,380.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics intervention/staff training (CB)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Research shows that teaching synthetic phonics is the most effective way to teach early reading, as well as supporting older pupils struggling with decoding. Small group catch-up sessions have been identified as being particularly successful at Netherfield, led by our specialist Phonics TA.	1 & 2
SALT <i>Equals Trust SALT (via private package) 1x weekly</i>	Oral language interventions EEF 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. The EYFS team at Netherfield has been trained to deliver SALT techniques and strategies to all pupils. Early identification for those who need further support is a key focus within the EYFS team.	2
<i>Structured interventions shared amongst support staff with opportunities to share good practice and expertise.</i> 25-26 focus: quality of maths interventions (NH to lead)	Teaching Assistant Interventions EEF 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. We have a wide range of expertise across our support staff, and aim to share this expertise so that all those leading interventions have confidence, skills and tools to do so effectively.	1

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

Budgeted cost: £44,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance focus (KC/LB provision) Appointment of Attendance Lead to engage with parents and monitor attendance and persistent absenteeism among disadvantaged pupils.</i>	Parental engagement EEF Working together to improve school attendance (applies from 19 August 2024) The DfE has highlighted the importance of building strong relationships with families who experience barriers to attendance, to encourage and support with strategies to enable children to come to school. We aim to work in partnership with our families at Netherfield to support where needed and highlight the importance of attendance for their children.	4
<i>ELSA support (LH/KW provision)</i>	Social and emotional learning EEF 'Evidence suggests that ... lower social and emotional learning skills are linked to poorer mental health and lower academic attainment.' Provision of ELSA for those children identified by staff in school aims to support the improvement of mental health and resilience amongst our pupils.	3
<i>Hardship fund to support disadvantaged pupils with in-school costs.</i>	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, uniforms or other items in line with their peers as it strengthens relationships, builds resilience, and can have a positive impact on attendance.	1, 3, 4

Total budgeted cost: £248,794.74

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-2025 data:

Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025 , compared to the same period in the previous academic year.

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	93.5%	94.4%
Pupils with free school meals (FSM)	92.1%	93.5%
Pupils with no FSM	94.6%	95.4%

Whole School | Assessment Year 2024-2025 | Summer End of Term | All Pupils

		Reading			Writing			Maths			VGP			Spelling		
		ARE+%	National	Variance	ARE+%	National	Variance	ARE+%	National	Variance	ARE+%	National	Variance	ARE+%	National	Variance
Year 1 (Nat. 2017)	EXS+	38.5% (10/26)	68.0%	-29.5% -7p	23.1% (6/26)	60.0%	-36.9% -9p	53.8% (14/26)	70.0%	-16.2% -4p	-	-	-	-	-	-
	HS	0.0% (0/26)	19.0%	-19.0% -4p	0.0% (0/26)	8.0%	-8.0% -2p	3.8% (1/26)	16.0%	-12.2% -3p	-	-	-	-	-	-
Year 2 (Nat. 2017)	EXS+	-	68.0%	-	-	60.0%	-	-	70.0%	-	-	-	-	-	-	-
	HS	-	19.0%	-	-	8.0%	-	-	16.0%	-	-	-	-	-	-	-
Year 3 (Nat. 2017)	EXS+	34.3% (12/35)	74.0%	-39.7% -13p	22.9% (8/35)	72.0%	-49.1% -17p	54.3% (19/35)	73.0%	-18.7% -6p	42.9% (15/35)	72.0%	-29.1% -10p	40.0% (14/35)	72.0%	-32.0% -11p
	HS	8.6% (3/35)	28.0%	-19.4% -6p	0.0% (0/35)	13.0%	-13.0% -4p	2.9% (1/35)	24.0%	-21.1% -7p	5.7% (2/35)	32.0%	-26.3% -9p	5.7% (2/35)	32.0%	-26.3% -9p
Year 4 (Nat. 2017)	EXS+	72.0% (18/25)	74.0%	-2.0% 0p	52.0% (13/25)	72.0%	-20.0% -5p	68.0% (17/25)	73.0%	-5.0% -1p	50.0% (12/24)	72.0%	-22.0% -5p	56.0% (14/25)	72.0%	-16.0% -4p
	HS	16.0% (4/25)	28.0%	-12.0% -3p	12.0% (3/25)	13.0%	-1.0% 0p	0.0% (0/25)	24.0%	-24.0% -6p	8.3% (2/24)	32.0%	-23.7% -5p	20.0% (5/25)	32.0%	-12.0% -3p
Year 5 (Nat. 2017)	EXS+	75.0% (27/36)	74.0%	1.0% 0p	58.3% (21/36)	72.0%	-13.7% -4p	66.7% (24/36)	73.0%	-6.3% -2p	75.0% (27/36)	72.0%	3.0% 1p	69.4% (25/36)	72.0%	-2.6% 0p
	HS	8.3% (3/36)	28.0%	-19.7% -7p	5.6% (2/36)	13.0%	-7.4% -2p	2.8% (1/36)	24.0%	-21.2% -7p	13.9% (5/36)	32.0%	-18.1% -6p	13.9% (5/36)	32.0%	-18.1% -6p
Year 6 (Nat. 2017)	EXS+	73.5% (25/34)	74.0%	-0.5% 0p	67.6% (23/34)	72.0%	-4.4% -1p	70.6% (24/34)	73.0%	-2.4% 0p	73.5% (25/34)	72.0%	1.5% 0p	-	72.0%	-
	HS	20.6% (7/34)	28.0%	-7.4% -2p	5.9% (2/34)	13.0%	-7.1% -2p	17.6% (6/34)	24.0%	-6.4% -2p	32.4% (11/34)	32.0%	0.4% 0p	-	32.0%	-

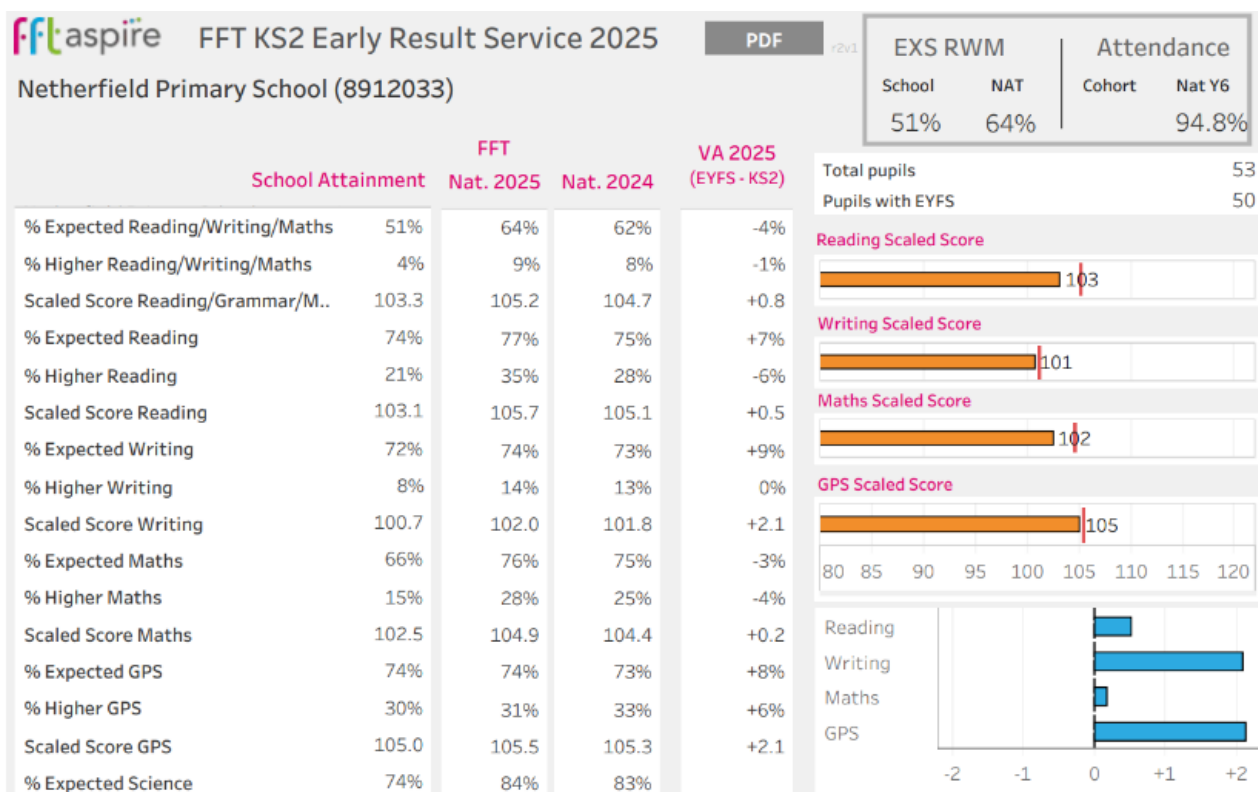
EYFS20 | Good Level of Development Tracking

Year 1 | Summer End of Term | All Pupils

Report Description:

This report displays the number and percentage of pupils achieving their expectations for GLD Aspects. This is grouped by key contextual groups. There is an option to drill down in the report (+) which will show individual pupil's attainment within the Summer End of Term and a Mode (Most frequent result) column based on the number of aspects displayed.

	Listening, Attention and Understanding	Speaking	Self Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	On Track for GLD
Year 1	(+) 71.4% (40/56)	71.4% (40/56)	75.0% (42/56)	80.4% (45/56)	80.4% (45/56)	85.7% (48/56)	73.2% (41/56)	67.9% (38/56)	58.9% (33/56)	57.1% (32/56)	69.6% (39/56)	66.1% (37/56)	48.2%
Boys	(+) 69.0% (20/29)	58.6% (17/29)	72.4% (21/29)	75.9% (22/29)	75.9% (22/29)	75.9% (22/29)	65.5% (19/29)	55.2% (16/29)	55.2% (16/29)	51.7% (15/29)	65.5% (19/29)	62.1% (18/29)	44.8%
Girls	(+) 74.1% (20/27)	85.2% (23/27)	77.8% (21/27)	85.2% (23/27)	85.2% (23/27)	96.3% (26/27)	81.5% (22/27)	81.5% (22/27)	63.0% (17/27)	63.0% (17/27)	74.1% (20/27)	70.4% (19/27)	51.9%
Disadvantaged	(+) 63.6% (7/11)	63.6% (7/11)	72.7% (8/11)	63.6% (7/11)	72.7% (8/11)	63.6% (7/11)	72.7% (8/11)	45.5% (5/11)	36.4% (4/11)	27.3% (3/11)	54.5% (6/11)	36.4% (4/11)	27.3%
Non Disadvantaged	(+) 73.3% (33/45)	73.3% (33/45)	75.6% (34/45)	84.4% (38/45)	82.2% (37/45)	91.1% (41/45)	73.3% (33/45)	73.3% (33/45)	64.4% (29/45)	64.4% (29/45)	73.3% (33/45)	73.3% (33/45)	53.3%
FSM	(+) 63.6% (7/11)	63.6% (7/11)	72.7% (8/11)	63.6% (7/11)	72.7% (8/11)	63.6% (7/11)	72.7% (8/11)	45.5% (5/11)	36.4% (4/11)	27.3% (3/11)	54.5% (6/11)	36.4% (4/11)	27.3%
Non FSM	(+) 73.3% (33/45)	73.3% (33/45)	75.6% (34/45)	84.4% (38/45)	82.2% (37/45)	91.1% (41/45)	73.3% (33/45)	73.3% (33/45)	64.4% (29/45)	64.4% (29/45)	73.3% (33/45)	73.3% (33/45)	53.3%
Pupil Premium	(+) 73.3% (11/15)	66.7% (10/15)	73.3% (11/15)	73.3% (11/15)	80.0% (12/15)	73.3% (11/15)	66.7% (10/15)	60.0% (9/15)	40.0% (6/15)	33.3% (5/15)	66.7% (10/15)	46.7% (7/15)	33.3%
Non Pupil Premium	(+) 70.7% (29/41)	73.2% (30/41)	75.6% (31/41)	82.9% (34/41)	80.5% (33/41)	90.2% (37/41)	75.6% (31/41)	70.7% (29/41)	65.9% (27/41)	65.9% (27/41)	70.7% (29/41)	73.2% (30/41)	53.7%



Previous Years' Data:

KPI	2022-23			2023-24 (is National)		
	Reading	Writing	Maths	Reading	Writing	Maths
Key Stage 2						
%NS (All)	79%	84%	86%	80% (74%)	81% (72%)	92% (73%)
%NS (Disadvantaged)	80%	80%	85%	68% (57%)	72% (52%)	84% (53%)
%GD (All)	32%	9%	21%	25% (28%)	7% (13%)	24% (24%)
%GD (Disadvantaged)	20%	5%	15%	16% (Not Supplied)	4% (Not Supplied)	20% (Not Supplied)
		2021	2022	2023	2024	
Phonics		81%	85%	85%	86%	
(Disadvantaged)		77%	74%	79%	80%	

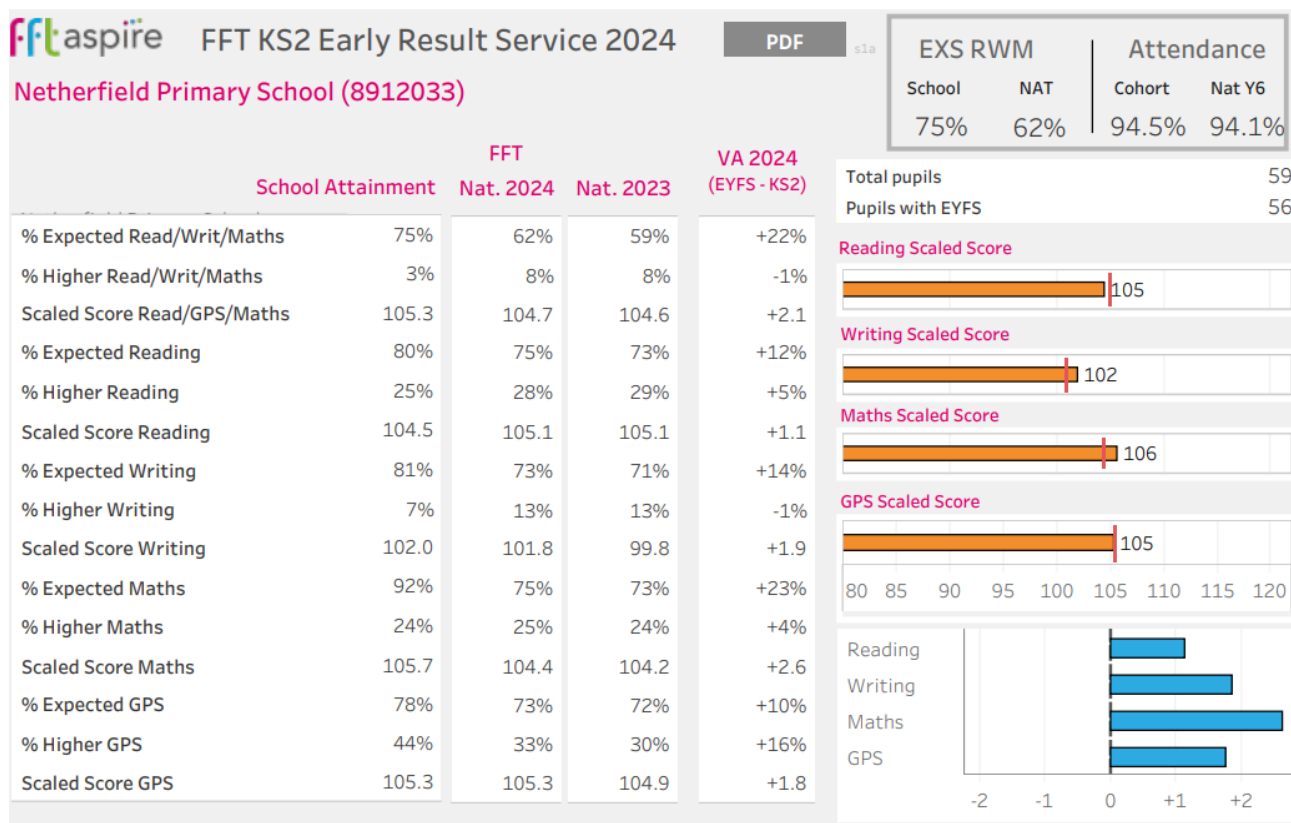
EYFS20 | Good Level of Development Tracking

Reception | Summer End of Term | All Pupils

Report Description:

This report displays the number and percentage of pupils achieving their expectations for GLD Aspects. This is grouped by key contextual groups. There is an option to drill down in the report (+) which will show individual pupil's attainment within the Summer End of Term and a Mode (Most frequent result) column based on the number of aspects displayed.

		Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	On Track for GLD
Reception	(+)	73.3% (44/60)	80.0% (48/60)	78.3% (47/60)	78.3% (47/60)	78.3% (47/60)	86.7% (52/60)	76.7% (46/60)	61.7% (37/60)	70.0% (42/60)	68.3% (41/60)	73.3% (44/60)	75.0% (45/60)	45.0%
Boys	(+)	63.3% (19/30)	73.3% (22/30)	70.0% (21/30)	66.7% (20/30)	66.7% (20/30)	76.7% (23/30)	66.7% (20/30)	56.7% (17/30)	70.0% (21/30)	63.3% (19/30)	70.0% (21/30)	70.0% (21/30)	33.3%
Girls	(+)	83.3% (25/30)	86.7% (26/30)	86.7% (26/30)	90.0% (27/30)	90.0% (27/30)	96.7% (29/30)	86.7% (26/30)	66.7% (20/30)	73.3% (22/30)	73.3% (22/30)	76.7% (23/30)	80.0% (24/30)	56.7%
Disadvantaged	(+)	73.9% (17/23)	82.6% (19/23)	69.6% (16/23)	78.3% (18/23)	69.6% (16/23)	87.0% (20/23)	82.6% (19/23)	60.9% (14/23)	78.3% (18/23)	73.9% (17/23)	78.3% (18/23)	87.0% (20/23)	47.8%
Non Disadvantaged	(+)	73.0% (27/37)	78.4% (29/37)	83.8% (31/37)	78.4% (29/37)	83.8% (31/37)	86.5% (32/37)	73.0% (27/37)	62.2% (23/37)	64.9% (24/37)	64.9% (24/37)	70.3% (26/37)	67.6% (25/37)	43.2%



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Canoville Mentoring Programme	Canoville Coaching

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
2024-25 – N/A
The impact of that spending on service pupil premium eligible pupils
2024-25 – N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Intended outcome	Success criteria
Improved attainment for disadvantaged pupils	100% of pupils achieving their in-school targets across all pupils in all years for RWM.
Improved teaching and learning of phonics across the whole school	100% of pupils achieve pass in PSC by the end of Year 2.
Improved language and communication skills for disadvantaged pupils	85% of disadvantaged pupils at ARE by the end of F2.
Improved attendance of disadvantaged pupils	Attendance for disadvantaged pupils to be above NA for their counterparts and typically broadly in line Nationally with all pupils.
Improved mental wellbeing and engagement	Evidenced in pupil surveys and attitudes displayed in pupil interviews throughout school.
Improved attainment in maths due to the rollout of Mastery in Number across the whole school, starting in FS2 and KS2.	Improved outcomes in maths attainment, evidenced by in-school assessment data.

Reference PA – Disadv 19.8% below NDA 26.5%, however above National all pupil 15%.
Previous year, 21% (2024) again closing the gap.