

Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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	Netherthorpe Primary School
Number of pupils in school	212 (F2 –Y6)
Proportion (%) of pupil premium eligible pupils	113 children c.53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed (annual mini-reviews)	July 2024
Statement authorised by	Elizabeth Gray
Pupil premium lead	Marie Elliott, Elizabeth Gray and Jack Goodhand
Governor / Trustee lead	Joanna Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145, 570 £145,730 £164,730
Recovery premium funding allocation this academic year	£15, 369 £14,935 £16,094
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£160,939

	£161,824 £180,824
Breakdown of Pupil Premium Spending	
Improved oracy:	
0.2 FTE of 4x EYFS L3 TAs	£23,129
0.2 FTE of 6x L3 TAs in KS1 and KS2	£34,694
Speak and Language therapist (0.4 FTE)	£15,271
Speech and Language resources – training physical resources	c£750
SEND children access to broad, balanced differentiated curriculum:	
0.2 FTE of SEN Co in supporting staff in SEND provision (equivalent of working with 1 teacher for a day each week)	£12,338
0.2 FTE of each class teacher on rolling programme (working with SEN Co)	£6,753
0.2 FTE x 2 SEND Cos planning and teaching literacy to identified groups in KS2	£24,677
Ed Psych salary as and when basis	c£3,000
School trips and residential subsidised	£5,000
Closing gaps in reading, writing and maths:	
Little Wandles annual subscription	
Replacement Little Wandles texts	£500
Books to supplements library and teaching of reading in KS1 and KS2 (CLPE)	£6,000
0.5 FTE L3 TA (supply) phonics and literacy Catch-up/Keep-Up groups	£14,456
0.6 FTE of L3 TA 1:1 and small groups in-class	£17,347
0.2 FTE of DHT teaching and planning for KS2 maths group	£14,358

Supplementing maths equipment	c£1,000
0.75 FTE x 2 Academic mentors same day literacy and maths intervention	£46,767
Y6 Booster classes	£6,672
Increasing ability to self-regulate:	
0.6 FTE Learning Mentor salary	£20,123
0.1 FTE SEN Co – training and supervision for staff	£6,169
3.0 FTE Mealtime Supervisor – additional support in the playground	£11,511
Improve attendance:	
0.4FTE of Learning Mentor	£13,415
0.1 FTE of Sen co	£6,169
0.3 FTE of Office Admin time	£8,170
Total against pupil premium interventions	£287,269 (difference of £106,445 from allocation PP funding)

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we fully consider the context of our school and the subsequent challenges faced.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

(Any changes made during evaluations are in different coloured text. 2022-23, 2023-24)

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. The range of provision we consider making for this group includes and would not be limited to:

- Allocation of Academic Mentors to each Year Group in KS2 and additional TAs in EYFS and KS1 - providing in class support and small group work focussed on overcoming gaps in learning. This provision continued in 22-23. Due to increased SEND need and less locality allocated funding for SEND, provision was reduced by one member of staff across KS2
- Bespoke personalised curriculum provided for high needs children who are unable to access the mainstream classroom throughout the day.
- Buying in additional agencies to complete assessments and provide advice to inform curriculum intent and provision for specific children requiring additional support. Reduced this year due to lower funding: Speech and language therapist currently employed for two days per week and Ed psych services bought in on an 'as and when' basis, rather than half a day per week.

- Pupil premium resources are to be used to target children on Free School Meals to achieve Age Related Expectations.
 - Additional learning support across school.
 - Paying for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom. [Changes in amount of subsidy towards education visits due to changes in budget \(ratified by governors\)](#)
 - To allow the children to learn a musical instrument.
 - Behaviour and nurture support during the school day and during lunchtimes.
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the Early Years Foundation specifically in language and communication. Underdeveloped oral language skills and vocabulary gaps among many children throughout school.
2	Education has been severely impacted by partial school closures and has created significant gaps across the curriculum resulting in pupils falling further behind age-related expectations in core subjects. Ongoing for specific year groups. Ongoing for specific cohorts.
3	Higher than average numbers of children with SEND needs require additional support in terms of one or more of the following areas: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory needs.
4	Ability to self-regulate and manage emotions in an age appropriate way. Wellbeing of many of our children has been impacted further by partial school closures.
5	Attendance and punctuality affected by extended leave to home country.
6	c95% of pupils are BME from approximately 25 different ethnic backgrounds (main ethnicities: Iraqi, Libyan, Kurdish, Saudi Arabian, Yemeni and Somali) and approximately 20 languages are spoken in the school at any one time. Currently c89% of children speak English as an additional language. Many families join us with little or no English – this is true across school, particularly so in EYFS.
7	Mobility is a constant factor in school, usually resulting in up 85-90 pupils forming any one cohort over the primary age experience (as opposed to the usual 30ish pupils). Last year mobility was lower, due to the pandemic, school believes. This year it has increased again as travel and overseas study have re-summed. As of the end of December 2021, mobility was 19%. As of October 2023 c24% Many of the children joining us have had no previous schooling in the UK, and some children have either had no schooling at all in any country or have gaps in education and have been taught in multiple schools due to being rehoused or returning to home countries in between parents' study.

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	Evaluation
<p>Children’s oral language skills and vocabulary continue to improve. This impacts on their ability to communicate, read and write resulting in increased achievement across the curriculum.</p>	<p>Increased rates of progress from starting points for children in nursery and those new to Reception and Y1 focusing on Communication and Language, reading, writing and phonics.</p>	<p>Nursery starting points remain low with large majority (c90%) of chdn joining with 0 key words.</p> <p>Nursery curriculum evaluated and changed using UCan principles – now in second year of implementation. At end of 2022-23: 40% 3-4KW, 38% 2-3KW, 23% 1-2KW. Chdn making less progress identified and being supported by SP and Lang Therapist.</p> <p>Gestalt research and training has started: school is at forefront of research into Gestalt and is working with NHS.</p> <p>Rainbow Talk is established in EYFS and is linked to each area of learning, building from talk into writing in F2 – evaluation of success not made yet (introduced into writing curriculum in Summer 23).</p> <p>Rainbow Talk is also embedded in Step into English curriculum and has supported many in group to move on from having no English towards AREs.</p> <p>Little Wandles is now embedded in EYFS and KS1. Progress in developing prosody and fluency has increased (as evidenced in pupil progress meetings). Y1 Phonics screening results rose last year to 66% are ARE (72% if GH/SEND chdn on separate curriculum removed);76% of Y2 chdn achieved ARE.</p> <p>Implementation of LWs in KS2 being developed for new arrivals and SEND. Whole</p>

		school training has taken place – ongoing refresher training planned.
SEND children have access to a broad, balanced and differentiated curriculum appropriate to their individual's needs and ability. This increase their ability to remember more, know more and do more enabling them to access learning and achieve well in the classroom.	The % of disadvantaged learners achieving 'Age Related Expectations' by the end of Reception, KS1 and combined at the end of KS2 is at least in line with national comparators. Individual SEND needs are identified and assessed, removing the backlog of assessments resulting from restrictions during the pandemic.	GH/SEND chdn supported by Rowan Outreach to develop and implement Specials in Main project. Bespoke curriculum now in first full year of implementation, including assessment points/resources. Due to variety of needs in writing, including SEND, EAL and new to school, provision that is closely aligned to need is provided across KS2. This provision is constantly kept in review with the aim of filling gaps and accelerating progress so that children can more quickly access AREs. Class sets of texts have been bought across school to support the implementation of the CLPE Power of Reading. Unfinalised data for KS2 SATs shows that school is not yet in line with national comparators. (91 chdn went through the 2023 cohort, 12 chdn joined during Y5/6). The curriculum for the foundation subjects has been thoroughly reviewed and renewed and is now in the first full year of implementation.
Children's Gaps have been identified and a range of strategies have been implemented to close gaps and accelerate progress.		
Children increase their ability to self-regulate and manage emotions. This impacts on their ability to learn, thrive and achieve.	Children become more self-regulated learners. This will result in improved outcomes and diminish the difference.	The Zones of Regulation are embedded across school with common language and approaches used. The Behaviour policy has been reviewed and updated – the EYFS behaviour policy is in the process of being updated in line with research. A small number of children still struggle with self-regulation. Support and intervention from the LM is provided and identified chdn

		work with a MHST Champion.
To achieve and sustain improved attendance.	The attendance meets the school target of 95%.	Attendance policies and procedures are very rigorous and are constantly reviewed. Attendance during the first term of 2022-23 was c96%. It declined later in the year and was below school's target. This was due mainly to extended visits to home countries – school issued 21 fixed term penalties. Attendance as of November 2023 continues to be high and close to the target of 95%.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to model the use of high-quality academic vocabulary in their classroom practice.</p> <p>All staff to use 'Word Aware' consistently across school to develop children's vocabulary.</p> <p>In EYFS language is supported by the Rainbow Talk intervention.</p> <p>Use of interventions to 'Pre-teach' concepts and vocabulary before it is introduced to the whole class.</p>	<p>Research done by the EEF shows that "Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year"</p>	1, 6, 7
<p>Purchase Little Wandles Phonics to implement. Organise training for all staff – 6 modules,</p>	<p>Phonics approaches have a strong evidence base that indicates a positive</p>	1, 2, 7

<p>reflecting on current practice, highlighting changes and troubleshooting to identify potential challenges.</p> <p>Purchase and organisation of LW resources – books and classroom.</p> <p>Staff implement LWs phonics lessons in F2 and Y1, followed by Y2, followed by KS2.</p>	<p>impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance utilising the NCTEM prioritisation documents</p> <p>We will fund teacher release time to embed key elements of guidance in school and to plan for education recovery for all pupils.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Use CLPE planning to drive literacy teaching. Ensure:</p> <ul style="list-style-type: none"> - variety of exposure to literary forms. - writing opportunities are developed and meaningful. - writing reflects the learning of new vocabulary, authorial techniques etc. - children are engaged and enjoying their learning <p>Buy books to deliver planning and ensure they link with wider curriculum.</p>	<p>The EEF guidance is based on the best available evidence: Improving literacy in KS1 and KS2.</p>	2, 6
<p>Provide time and funding for teachers to spend time with SEND Co to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p>	<p>EEF Report: Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also</p>	3, 7

	more than twice as likely to be eligible for free school meals.	
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training from educational Psychologist.</p> <p>Continue to imbed “Zones of regulation” strategies into classrooms and wider school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Add Speech and language interventions LEAP, VIP, NIP, Phonological Awareness and professional assessments to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. All TAs and academic mentors complete refresher training in the above interventions.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 6, 7
<p>Additional phonics sessions, including online lessons, targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Little Wandles development Day training and consultation.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	1, 2

<p>Sourcing our own teachers to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. Provision includes:</p> <ul style="list-style-type: none"> - Pre teach sessions. - In class support and focused in class groups - Same Day maths learning Interventions - Reading Inference groups - Additional phonics and guided reading groups - Writing conferencing 	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as identified by the EEF Toolkit. (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>‘Schools should use structured interventions with reliable evidence of effectiveness’ and use them with ‘fidelity’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2, 6, 7</p>
<p>SEND Co/TAs to review of barriers to learning and external reports/recommendations – scrutinise support Plans to identify bespoke programmes of support developed to meet individual needs.</p> <p>Refresh the interventions with TAs to be used across school:</p>	<p>Complement high quality teaching with carefully selected small group and one-to-one interventions</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	<p>3, 6, 7</p>
<p>The Inclusion team to identify social and emotional barriers to learning and implement appropriate intervention/therapeutic response.</p> <p>Learning Mentor to work with identified children on bespoke intervention/nurture programs.</p> <ul style="list-style-type: none"> • Zones of Regulation • Lego therapy • Social skills / nurture groups run to support additional needs. 	<p>Interventions which target social and emotional learning (SEL) seek to improve children’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions focus on the ways in which children work with (and alongside) their peers and teachers.</p> <p>High quality 1:1 sessions with identified children will show increased attainment and progress.</p>	<p>4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ consultant to deliver “Rainbow talk” programme with parents. The course will develop</p>	<p>The EEF report “Working with parents to support children’s learning” states that parents play a crucial role in supporting</p>	<p>1, 6, 7</p>

<p>talk, increasing happy and positive interactions between parents and their children.</p>	<p>their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	
<p>Employ speech and language therapist to work across school to provide support for speech and language.</p> <p>Diagnosis and assessment of speech and language needs and early intervention.</p>	<p>https://ican.org.uk/i-cans-talking-point/professionals/information-for-inspectors/measuring-the-impact-of-support-for-spoken-language/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 3</p>
<p>Mental Health Practitioner will be based in school 2 days per week and will work alongside inclusion team to identify then work with identified children across school improving mental health.</p>	<p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p> <p>Mental health leads have knowledge, practical skills and tools to initiate a whole school approach to mental health to ensure the best outcomes for all students, including the most vulnerable.</p>	<p>4</p>
<p>Employ educational psychologist to support school to improve all children's experiences of learning. Use to assess difficulties children may be having with their learning and provide detailed reports to inform next steps and to personalise curriculum accordingly following advice.</p> <p>Psychologist will also run groups for targeted groups.</p>	<p>https://www.traumainformedschools.co.uk/</p> <p>There is evidence that appropriately trained and supported staff... teachers... teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems</p>	<p>1, 2, 3, 4</p>
<p>Deputy Headteacher and Learning Mentor to re-establish attendance systems ensuring the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils and monitoring system for PA. Support work with vulnerable families to support positive attendance.</p>	<p>https://explore-education-statistics.service.gov.uk/find-statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak</p> <p>Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils.</p>	<p>5, 7</p>

<p>Attendance and punctuality has a significant impact on outcomes for all pupils. Personalised tracking of disadvantaged pupils' attendance and punctuality</p> <p>Monthly meetings to be held to monitor attendance and decide on actions to reduce persistent absence.</p> <p>Home visits to take place as required from monthly Meeting.</p>	<p>https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</p>	
--	--	--

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold school to account. The majority of children spent a considerable amount of time out of school due to COVID-19 and their social, emotional, or mental well-being was impacted by the pandemic. The nature and extent of impact depended on many vulnerability factors such as their developmental age, current educational status, having special needs, pre-existing mental health conditions, being economic status and child/parent being quarantined due to infection or fear of infection.

School underwent a rapid transition to online learning, the remote offer incorporated 'active' forms of teaching and learning, however pupil engagement differed in and across cohorts. This widened attainment gaps. Pupil premium spending focused on the two following priority areas:

Priority 1

To strengthen the social, emotional and mental well-being of the children which may have been exacerbated by significant amounts of time spent out of school due to national lockdown.

- Learning Mentor and Deputy Headteacher completed the 'Zones of Regulation' training. The Deputy Headteacher then delivered training to all staff from EYFS to KS2.
- Whole school strategies using 'Zones of Regulation' approach in EYFS, KS1 and KS2 were implemented through assemblies.
- Key children needing 1:1 support to develop emotional regulation were targeted and 1:1 sessions with the learning mentor developed a personalised toolkit of strategies.
- 'Trauma informed school' training was completed and implemented across school to support children upon their return to school.

Impact:

- Children anxiety levels have reduced and their emotional regulation has improved.
- Children's emotional literacy has developed significantly so that children from EYFS onwards are more able to articulate which emotions they are feeling and link feelings to a Zone of Regulation.
- Children now have a toolkit of strategies that they are able to use to when they become dysregulated helping them to return to a state of calm.
- Staff have an understanding of the neuroscience and psychology of child and adolescent mental health and mental ill-health so are able to identify those needing support.
- Staff understand the PROTECT/RELATE/REGULATE/REFLECT model which has informed school culture and ethos.

- Staff understand the importance of being emotionally available and have developed skills in responding to and understanding challenging and/or trauma triggered behaviour.
- Behaviour in lessons is good and children's ability to concentrate have started to return to levels similar to before the pandemic – this is an area to continue to focus on. Behaviour beyond the classroom is an area for continued focus throughout this academic year.

Priority 2:

To raise attainment in the core subjects, closing gaps that have potentially widened due to significant amounts of time spent out of school due to national lockdown.

- Four additional teaching assistants were employed across school to add value to the work of the teacher, closing potential gaps that have potentially widened due to significant amounts of time spent out of school. (2 additional TAs in EYFS, one in Y2 and one in Year 3).
- There was an initial focus on Speaking, Listening and Reading and Writing, Maths, Science, PE and PSHE at the start of the academic year, with all other subjects being taught as well. After the second lockdown, Speaking and Listening and Reading were prioritised, along with Maths and a continued focus on outdoor and practical Science, PE, PSHE and Art and DT. Other foundation subjects were taught throughout the year but the long term plan was not followed in as much detail as usual, due to the prioritisation of core subjects.
- Pre-teaching, post-teaching and literacy and maths interventions took place throughout the year, focusing on identified pupils ('Catch-up' groups and SEND groups, utilising the skills of the additional staff employed to support the class teacher).

Impact:

- Children were able to receive support to meet specific needs.
- Good progress was made in Reading and Maths – Writing is an area for future focus, as anticipated by school (due to the lack of Reading and Writing that many children were able to access at home over the two lockdowns).
- Children were re-engaged and eager to participate in learning, although stamina and focus were, once again affected.
- Support staff used additional training to enable them to focus on very specific needs of identified children, resulting in updated record keeping of progress and intervention.
- The ratio of adults/teaching staff to children decreased in all year groups, enabling children to have more time having language modelled to them.
- The use of whole texts in KS2 was piloted after the second lockdown and linked to History texts. Children's vocabulary and the quality of work produced was of a high quality and evidenced good understanding of subject matter and vocabulary studied.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

