



Pupil Premium Strategy Statement 2025 - 2026

Nettleworth Infant and Nursery School



This statement details our school's use of pupil 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	180
Proportion (%) of pupil premium eligible pupils	31 pupils / 3 pupils (Forces) Total 34 pupils / 10.54%
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026 / July 2026
Statement authorised by	Debbie Hyslop (HT)
Pupil premium leaders	Lauren McHale Debbie Hyslop
Governor / Trustee lead	Joanne Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£42,420

Part A: Pupil premium strategy plan

Statement of intent

It is our belief that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for high attaining pupils.

We aim to narrow the gap for disadvantaged pupils to make outstanding progress in their learning and vocabulary development. We intend to ensure that all pupils in receipt of Pupil Premium have access to enrichment activities and well-being programmes (THRIVE / Take Five) to ensure they are ready for each step of their educational learning journey.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has been proven to have the greatest impact on closing the disadvantaged attainment gap, and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that the attainment of non-disadvantaged pupils' will be sustained and improved, alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, roots in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we will have adopted complement each other to help pupils achieve and excel.

To ensure our pupils are successful at our school we will:

- Act early to intervene, at the point needs are identified.
- Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve.
- Continue to development relationships with the parent/carers of children in receipt of PP and offer any further support to them through structured conversations.
- Set challenging tasks based on individual needs

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech and Language</p> <p>Assessments and observations indicate significant speech and language difficulties on entry to school including vocabulary development. This is noticeably more evident for our PP pupils on entry to Nursery and Reception.</p>
2	<p>Limited Experience of the World, either first hand or through books. On entry to EYFS observations and assessments showed that pupils entering EYFS have limited experiences of the world. This has a significant impact on their vocabulary, comprehension skills and ability to be creative writers resulting in pupils' not achieving age related expectations.</p>
3	<p>Widening Attainment Gap between PP and Non PP: Mathematics Assessment data indicates that mathematics attainment for PP pupils is below that of non-PP pupils</p>
4	<p>Widening Attainment Gap between PP and Non PP Phonics. Reading, Writing</p> <p>Assessment data highlights the widening attainment gap in phonics and reading between PP and non-PP pupils. Writing across school is a key area to develop, particularly when comparing progress and attainment with previous years.</p>
5	<p>Low Social and Emotional resilience</p> <p>Our THRIVE and COEL assessments alongside discussions with pupils and families have identified social and emotional difficulties for many pupils, alongside limited enrichment opportunities. These challenges particularly affect PP pupils and impact upon their attainment in academic subjects such as phonics, reading, writing and mathematics.</p> <p>This will be evident from:</p> <ul style="list-style-type: none"> • Improvement in THRIVE outcomes and COEL (Leuven Scale) Intervention data indicates good progress • Qualitative data from pupil and parent questionnaires and teacher observations. • An increase in participation in enrichment activities <p>A higher % of parents of PP Pupils will be more actively engaged with their child's learning and engagement with the school/home learning.</p>
6	<p>Low attendance of pupil in receipt of PP</p> <p>Attendance data for the last three years shows pupils in receipt of PP is below our attendance target of 96% resulting in missed vital learning opportunities.</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 in EYFS in relation to the area of Communication and Language See SIP priority 4	By July 2028 children in EYFS will have made good progress in language and Communication from their starting point. As a result, there will be an increase in the percentage of pupil premium pupils achieving GLD at the end of EYFS.
Improved oral language skills and vocabulary development among disadvantaged pupils	Assessments, observations and verbal interactions indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, writing book looks and ongoing formative assessment.
Improved phonics outcomes for our disadvantaged pupils	By July 2028 Y1 phonics screening for the disadvantaged cohort are at least in line with the National Average. Y2 phonics outcomes are at least in line with the National Average
Pupils will make good to accelerated progress in reading, writing and mathematics	Outcomes at the end of July 2028 show that pupils in receipt of PP make good or better progress from their starting point. This will be evident through work book looks and other monitoring activities including lesson visits, moderation and termly data summative assessments
To achieve and sustain improved emotional resilience and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing is demonstrated by pupil voice in relation to feeling safe and happy in school. Pupils are willing to take risks in their learning and have a 'can do' attitude to learning and this is recognised in our weekly Celebration assemblies. This will be evident from: <ul style="list-style-type: none"> • Qualitative data from pupil and parent voice / questionnaires, teacher/TA observations. • Improvement in THRIVE outcomes and COEL (Leuven Scale) Intervention data indicates good progress • An increase in participation in enrichment activities A higher % of PP parents will be more actively engaged with their child's learning and engagement with the school/home learning.
Increased attendance of pupils in receipt of PP	Attendance data indicates pupils in receipt of PP is at least 96%+ and the gap is closing between PP and Non PP

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above. **£42,420**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure consistent quality teaching of early reading through effective CPD	<p>Ensure all new members of staff have received a range of high quality CPD in the teaching of Phonics in order to effectively deliver SSP 'Little Wandle' programme.</p> <p>Continue to develop the implementation of Little Wandle Foundations for Phonics program in Foundation One.</p> <p>“Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds”</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	4
Embed Metacognition and Self-regulation strategies in the learning process.	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion, Talk for Writing, co-construction of success criteria (pupil and teachers). 'Live' feedback and marking alongside increased pupil motivation and resilience remain key features to embed across school. Staff CPD on coaching, mentoring and team teaching will be the driving force for this.</p> <p>Metacognition and self-regulation EEF educationendowmentfoundation.org.uk)</p>	1 2 4
Continue to develop the teaching of oral language and vocabulary through consistent quality teaching	<p>Ensure all new members of staff have received high quality CPD in the teaching of language and vocabulary. Ensure consistency with the approach to the teaching of language and vocabulary. Including Pathways to Write and Talk for Writing.</p> <p>“Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year.” (EEF)</p>	1 2 4

<p>Continue to develop Mastery Maths supported by our Mastery Maths Specialists, (S Brookes)</p>	<p>By embedding mastery principles across the curriculum, we aim to close attainment gaps and build mathematical confidence for disadvantaged learners.</p> <p>Ensure lead year group teachers have received CPD in the delivery of 'Mastering Number' and that the 'Mastering Number' sessions are taught consistently across school from EYFS to Y2.</p> <p>Continue to develop our Mastery Maths approach within daily maths lessons, ensuring all pupils have access to high-quality teaching and deep conceptual understanding.</p> <p>Mastery Learning EEF</p>	<p>3</p>
<p>Prioritising pupil's emotional wellbeing and readiness to learn through Thrive, Take Five and Trauma and Attachment Programmes</p>	<p>Effective social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. Ensure all staff are recording children's mental health risk factors using the school tracking format to look at pupils barriers to learning and how they can be addressed within the classroom environment.</p> <p>Prioritise social and emotional learning to avoid "missed... EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.eachamazingbreath.org/about/benefits-take-five/</p> <p>Attachment and child development NSPCC Learning</p>	<p>5</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) £78,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Interventions: Pupils in Foundation 1 and 2	Evidence through engagement with Nuffield Early Language Intervention (NELI) via a 20-week intervention to build children’s vocabulary, listening and storytelling skills through targeted small group and individual sessions https://www.teachneli.org/	1 2
Teacher / TA Phonics Small group and interventions	Small group or 1:1 phonics interventions led by teachers or TA enable additional progress. Small group tuition EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)	4
Reading interventions	Ensure children have access to small group reading sessions taught at their reading level and individual reading opportunities with BRP readers. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs and has an average impact of four months’ additional progress over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk) Reading Comprehension strategies EEF	4
Teacher / TA Mastery Maths interventions	Small-group support is more likely to be effective when pupil’s with the greatest needs are supported by the most experienced staff; training, support, and resources provided for staff using targeted activities; sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching. Small group tuition EEF (educationendowmentfoundation.org.uk) Improving Mathematics in the Early Years and Key Stage 1 EEF(educationendowmentfoundation.org.uk)	3
Immediate Intervention	Small Group and 1-1 support in the classroom sessions. Two adults present in EYFS and one / two adults present in KS1 classes all day to enable responsive teaching and feedback and early identification for intervention https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants EEF Key Findings: Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies; it provides specific information on how to improve. http://educationendowmentfoundation.org.uk/educatinevidence/teaching-learning-toolkit/feedback	3 4

Wider strategies (e.g, related to attendance, behaviour, wellbeing £41,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead Thrive practitioner to deliver staff CPD in order to equip all staff with the skills to implement the Thrive approach with pupils. Lead Thrive practitioner to deliver targeted 1-1 / small group emotional and behavioural interventions	Impact of Thrive - The Thrive Approach https://www.emotioncoachinguk.com/what-is-emotion-coaching It is important for anyone who works with children and families to support parents and carers in building positive relationships with their child. Having positive interaction and play with caregivers can help a child's brain to develop healthily. Thrive interventions help children to become more socially and emotionally resilient so that they are better equipped to deal with life's ups and downs.	5
Trauma and Attachment CPD	Continue to deliver Trauma and Attachment CPD to all staff 'Children with secure attachments are more likely to develop emotional intelligence, good social skills and robust mental health' (Howe, 2011) NSPCC Attachment and child development NSPCC Learning	5
Parental engagement through Workshops and extended support	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF educationendowmentfoundation.org.uk	6
Improving Pupil Attendance close tracking and monitoring and action. Use of incentives and increased engagement through targeted communication with parent/carers	Ensuring every absence is followed up with a call from the Attendance Lead (NR school office) Engaging in reflective conversations with parent/carers based on an 'active listening' process includes: Effective communication, Attending and Receiving, Paraphrasing and Restating, Reflecting Content and Feelings, Clarifying, Open Reflective Questions Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/attendance-interventions-rapidevidence-assessment	6
Provide subsidised enrichment opportunities and wider opportunities	School visits and visitors play a significant role in enhancing learning and enriching the curriculum in school. These experiences serve to develop and inspire pupils both personally and academically.	5 6
Contingency Fund	We have set aside an additional amount of funding in order to respond quickly to essential needs that have not yet been identified	All

Total budgeted cost: £42,420 + £77,140 + £41,800 = £162,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved attainment in EYFS in relation to the area of Communication and Language

GLD in F2 has increased from previous academic year with 63% of F2 pupils achieving GLD. This is slightly higher than GLD in Mansfield which 61.4%. 75% of pupil premium pupils in F2 achieved the early learning goal for communication and language. Interventions such as NELI and Chatter in F2 show positive progress for pupil premium pupil's communication and language.

Improved oral language skills and vocabulary development among disadvantaged pupils

During the summer term of the academic year 24/25 EYFS began using Pathways to Write to promote improvement in oral language skills and vocabulary. Due to this only being used for one term in early years, it will remain a target for the academic year 2025/26. F1 participated in the NELI preschool trial program to promote the development of vocabulary in nursery.

Improved phonics outcomes for our disadvantaged pupils

66.4% of pupil premium pupils in Nottinghamshire achieved the pass mark in the Year 1 phonics screening check. 62.6% of pupil premium pupils within Mansfield passed the phonics screening check. 61.5% of pupil premium pupils at Nettleworth achieved the phonics screening pass mark. Phonics interventions will be a priority for 2025/26 to close the gap between pupil premium and non-pupil premium pupils who have passed the phonics screening check by the end of key stage one.

To achieve and sustain improved emotional resilience and wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Current Thrive assessment data and EYFS data show that personal, social and emotional development is an area for improvement with the current Key stage one cohort. This will become a target for the next academic year. Thrive training for staff will be updated so all new members of staff and leadership are aware of how to support emotional resilience and wellbeing within school

Increased attendance of pupils in receipt of PP

Overall school attendance data has increased from 93.3% in 2023/24 to 93.9% in 2024/25. However, FSM absence has increased to 8.8%, which is higher than the Nottinghamshire FSM absence of 7.5%. This will remain a target within the 2025/26 strategy to ensure that FSM attendance is closely monitored.

Externally provided programmes

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

Programme	Provider
THRIVE	Thrive Approach www.thriveapproach.com
Take Five	Each Amazing Breath www.eachamazingbreath.org/about/benefits-take-five/
Synthetic Phonics Programme	Little Wandle (validated scheme)