



Nettleworth Infant and Nursery School

Pupil Premium Strategy Statement 2024-2025



We nurture, we flourish, we achieve

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year, in order to improve the attainment of disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in **this academic year 2024-2025** and the effect that spending of PP funding **2023-2024** had within our school.

School overview

Detail	Data
School name	Nettleworth Infant and Nursery School
Number of Infant pupils in school	192
Proportion (%) of pupil premium eligible pupils	13.47%
Academic year that our PP strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Debbie Hyslop
Pupil premium lead	Lauren Jones/Debbie Hyslop
Governor	Joanne Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,880
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,880

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 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 develop 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	Detail of challenge
1	Speech and Language 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.
2	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 pupil's not achieving age related expectations.
3	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
4.	Widening Attainment Gap between PP and Non PP Phonics. Reading, Writing Assessment data (where available) 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.
5.	Low Social and Emotional resilience 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. This will be evident from: <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 • A higher % of parents of PP Pupils will be more actively engaged with their child's learning and engagement with the school/home learning.
6	Low attendance of pupil in receipt of PP 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.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure pupil achievement and success of our planned outcomes.

Intended outcome	Success criteria
Improved attainment in EYFS in relation to the area of Communication and Language	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	Y1 phonics screening for the disadvantaged cohort are at least in line with the 2024 – 2025 National Average. Y2 phonics outcomes (June 2025) 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 2025 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 2024-2025

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (e.g CPD, recruitment & retention) Budgeted cost: £34,300

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> <p>Teacher Feedback to Improve Pupil Learning 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. Implement Foundation for Phonics Love of Reading in Foundation One with the focus on introducing pupils to a wide variety of literature and vocabulary. Continue to implement the 'word bathing' aspect of Story Dough and Drawing Club (Greg Botrill)</p> <p>https://www.canigoandplaynow.com/drawing-club.html</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
Prioritising Pupil's emotional wellbeing and readiness to learn through Thrive, Take Five and Trauma and Attachment Programmes	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</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>	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £31,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Interventions: Focus pupils work through Chatter Intervention / NELI	<p>EEF evidence demonstrates low cost high impact with some children gaining over 6+ months additional progress from oral interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Chatter Intervention can support pupils with a range of speech, language and communication difficulties e.g.: Learning difficulties, Autistic Spectrum Disorder, Cleft lip and palate, Severe and complex needs, Specific Language Impairment, Dyspraxia Chatter Independent Speech & Language Therapy (chatterslt.co.uk)</p>	1 2
Teacher / TA Phonics Small group and interventions	<p>Small group or 1:1 phonics interventions led by teachers or TA enable additional progress.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	4
Teacher / TA Reading 1:1 and small group	<p>Small group or 1:1 reading interventions led by teachers and TAs enable additional progress. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1-1 and small groups.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	4
Member of the SLT is in role as Senior Mental Health Lead CPD (Nottsalone)	<p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school including low-level disruption to aggression, violence, bullying, substance abuse and general antisocial activities</p>	5
Lead Thrive Practitioner to deliver staff CPD in order to equip all staff with the basic skills to implement this with pupils	<p>https://www.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</p> <p>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. The impact Thrive has on children and young people and the communities around them has been evidenced in a number of studies. These include:</p> <p>*Thrive helps to develop resilience in young people. (Hart and Heaven 2015)</p>	5

Lead Thrive practitioner to deliver targeted 1-1 / small group emotional and behavioural interventions	<p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)</p> <p>*Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children.(Office for Public Management 2013)</p> <p>*Supplementary evaluations were carried out in 2018 and 2019 that further support these findings.</p> <p>Impact of Thrive - The Thrive Approach https://www.emotioncoachinguk.com/what-is-emotion-coaching</p>	5
Trauma and Attachment CPD	<p>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.</p> <p>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</p> <p>Attachment and child development NSPCC Learning</p>	5
Parental Engagement through Workshops, extended support	<p>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.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Improving Pupil Attendance via close tracking and monitoring and action.</p> <p>Use of incentives and increased engagement through targeted communication with parent/carers</p>	<p>Our school parental engagement analysis highlights a marked difference between PP and non-PP</p> <p>Ensuring every absence is followed up with a call from the Attendance Lead (NR school office)</p> <p>Engaging in reflective conversations with parent/carers based on an 'active listening' process includes:</p> <p>Effective communication, Attending and Receiving, Paraphrasing and Restating, Reflecting Content and Feelings, Clarifying, Open Reflective Questions</p> <p>Use of 'The Partnership Factor Detailed Descriptors 2016' will be a key feature in supporting parent/carers and in identifying barriers to their child's learning</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/attendance-interventions-rapidevidence-assessment</p> <p>Pupil Premium Guidance iPDF.pdf(educationendowmentfoundation.org.uk)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	6
Provide subsidised enrichment opportunities & wider opportunities	<p>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</p>	5 6
Contingency Fund	<p>We have set aside an additional amount of funding in order to respond quickly to essential needs that have not yet been identified</p>	

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £14,525

Total budgeted cost: £80,075

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact our pupil premium plan on pupils in **2023-2024** academic year.

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

Interventions such as the Nuffield Early Language Intervention has allowed pupils to make good progress with their communication and language skills in EYFS. 60% of pupil premium pupils achieved the expected standards in Communication and language at the end of Foundation 2.

Improved oral language skills and vocabulary development among disadvantaged pupils.

The implementation of drawing club writing in foundation 2 has seen progress in the language and vocabulary development of pupils in EYFS who are exposed to a wide variety of vocabulary as part of daily writing lessons. This will continue to be a focus with the pupils as they enter key stage one.

Improved phonics outcomes for our disadvantaged pupils

66.4% of pupils in receipt of PP in Nottinghamshire passed the year 1 phonics screening check. 66.9% of pupils in receipt of PP in Mansfield passed the year 1 phonics screening check. 60% of pupils in receipt of PP at Nettleworth passed the year 1 phonics. This is below the local and national average and will need the careful implementation of interventions and high quality teaching to ensure that the 40% of pupils who did not pass the phonics screening check in year one make accelerated progress in year 2.

Pupils will make good to accelerated progress in reading, writing and mathematics

The implementation of new writing schemes such as drawing club have been observed to have increased the creativity and engagement for writing for EYFS pupils. Little Wandle phonics training has been implemented throughout school and now all staff are aware of the expectations for the teaching of phonics and reading. Little Wandle foundation for phonics has been implemented within foundation one to embed phase one phonics so that pupils that attend our school nursery are ready for phase two on the entry to foundation two.

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.

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
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)
Drawing Club	Drawing Club - "CAN I GO AND PLAY NOW..?"
The Curiosity Approach	The Curiosity Approach www.thecuriosityapproach.com