



Nettleworth Infant & Nursery School

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Nettleworth Infant and Nursery School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	December 2021 April 2022 July 2022
Statement authorised by	Debbie Hyslop
Pupil premium lead	Debbie Hyslop
Governor / Trustee lead	Joanne Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,625
Recovery premium funding allocation this academic year	£7,943
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	£41,568

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 is 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 non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted 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:

- Set challenging work based on individual needs
- Act early to intervene at the point need is 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 disadvantaged pupil parents to offer any further support to them through structured conversations.

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, observations indicate significant speech and language difficulties on entry to school including vocabulary development. This is noticeably more evident for our disadvantaged pupils on entry to Nursery and Reception.
2	EYFS Attainment on Entry A significant number of pupils enter Reception below expectations in reading, writing and mathematics. On entry to Reception (2021-2022), only 10% of our disadvantaged pupils were assessed as being on track to achieve a Good Level of Development (GLD) compared to 41% of non-disadvantaged pupils.
3	Widening Attainment Gap KS1: Mathematics Assessment data for KS1 alongside indicate that mathematics attainment for our disadvantaged pupils is significantly below that of non-disadvantaged pupils
4.	Widening Attainment Gap KS1: Phonics. Reading, Writing Assessment data for KS1 highlights the widening attainment gap in phonics and reading between disadvantaged and non-disadvantaged pupils as a result of the pandemic and school closure. Writing has particularly been impacted on when comparing 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 during school closure. These challenges particularly affect disadvantaged 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 <ul style="list-style-type: none"> • A higher % of disadvantaged pupil parents 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 vital learning opportunities being missed. From 02.09.20 – 28.07.21 PP attendance was 91.83% compared to Non-PP attendance 96.55%

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 is particularly 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 children 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 2021 – 2022 National Average. Y2 phonics outcomes (December 2021 and June 2022) are at least in line with the National Average
Pupils will make good or accelerated progress in reading, writing and mathematics	Outcomes at the end of 2022 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 pupils feeling happy in school. They are willing to take risks in their learning and have a 'can do' attitude to learning. This will be evident from: <ul style="list-style-type: none"> • Qualitative data from pupil and parent questionnaires and teacher observations. • Improvement in THRIVE outcomes and COEL (Leuven Scale) Intervention data indicates good progress • An increase in participation in enrichment activities • A higher % of disadvantaged pupil 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 965+ 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,913.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure consistent quality teaching of early reading through effective CPD	Ensure all teachers and TAs have received high quality CPD in the teaching of phonics in order to effectively deliver our new SSP 'Little Wandle' Programme. Phonics has a positive impact overall (+5 months) with very little extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds Phonics EEF (educationendowmentfoundation.org.uk)	2 4
Enhancement of our English Teaching in line with EEF Guidance of 'Improving Literacy in KS1)	Quality first teaching is the most important lever schools have in improving outcomes for disadvantaged pupils https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1 2 3
Embed Metacognition and Self-regulation strategies in the learning process (phonics, reading, writing and mathematics)	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) 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 (pupils and teachers) 'live' feedback and marking alongside increased pupil motivation and resilience will be key features to embed across school. Staff CPD through coaching and mentoring and team teaching will be the driving force for this. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) EEF publishes new guidance report – 'Teacher Feedback to... EEF (educationendowmentfoundation.org.uk)	3 4

Continue to engage in the Mastery Maths Programme supported by our maths coach (Jenny Flavell) in line with the DFE and EEF Guidance	<p>DFE guidance has been produced in line with the National Centre for Excellence for Excellence in the Teaching of Mathematics (NCETM), drawing on evidence-based approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Fluency and automaticity in mathematics is also essential part of the mastery maths process and key in reducing cognitive overload</p> <p>EEF Metacognition and self-regulated learning.pdf (ioe.ac.uk)</p>	3
Prioritising Pupil's emotional well-being through Thrive and Take Five 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>	5
Improving Pupil Attendance through increased parental engagement	<p>Our school Parental Engagement data analysis (April 2021) highlighted a marked difference between disadvantaged pupils and non-disadvantaged pupils for home learning involvement during the pandemic.</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>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

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

Budgeted cost: £23,726.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Interventions: Focus pupils work with named adult 3 x per week through NELI	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)	1 2
Language Interventions: Focus pupils work with named adult 3 x per week through Chatter Intervention	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)	1 2
Recovery TA (School led Tutoring) 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
Recovery TA (School led Tutoring) Reading 1:1 and small group	Small group or 1:1 reading interventions led by teachers or TA 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. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	4
Recovery TA (School led Tutoring) Mastery Maths interventions	Small-group support is more likely to be effective when: children with the greatest needs are supported by the most experienced staff; training, support, and resources are provided for staff using targeted activities; sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching.	3

	Small group tuition EEF (educationendowmentfoundation.org.uk) Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	
Immediate Intervention	<p>Small Group and 1-1 support in the classroom sessions. Two adults present in EYFS and KS1 classes all day to enable early identification for intervention, so that pupils are secure at the end of each lesson</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	3 4

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

Budgeted cost: £8,940.39

Activity	Evidence that supports this approach	Challenge addressed
<p>Member of the SLT to engage in the Senior Mental Health Lead CPD (Nottsalone)</p> <p>Lead Thrive Practitioner to deliver staff CPD in order to equip all staff with the basic skills to implement this with pupils</p> <p>Lead Thrive practitioner to deliver targeted 1-1 / small group emotional and behavioural interventions</p>	<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 anti-social activities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/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> <ul style="list-style-type: none"> *Thrive helps to develop resilience in young people. (Hart and Heaver 2015) *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) *Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children. (Office for Public Management 2013) *Supplementary evaluations were carried out in 2018 and 2019 that further support these findings. <p>Impact of Thrive - The Thrive Approach</p> <p>https://www.emotioncoachinguk.com/what-is-emotion-coaching</p>	5 5
Parental Engagement through Workshops,	<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>	6

extended support,	Parental engagement EEF (educationendowmentfoundation.org.uk)	
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 pupils both personally and academically	5 6
Contingency Fund	We have set aside a small amount of funding in order to respond quickly to essential needs that have not yet been identified	All

Total budgeted cost: £41,581

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.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when pupils were not in school, via resources such as those provided on our school website. Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees.

We used pupil premium funding to help provide wellbeing support and targeted interventions where required. The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

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
NELI	Nuffield Education
The Curiosity Approach	The Curiosity Approach