

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Netherton Infant School
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2027/2028
Date this statement was published	November 24
Date on which it will be reviewed	July 2025
Statement authorised by	Lynn Millington Headteacher
Pupil premium lead	Lynn Millington
Governor	Tina Beddoe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160
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	£25,160

Part A: Pupil premium strategy plan

Statement of intent

Our intention is 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 those who are already high-achievers

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantage 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 have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupils in receipt of the Pupil Premium tend to have lower attainment and make slower progress than their peers. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This has been heightened with the impact of Covid 19 as opportunities to socialise has

	been limited. This is evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils have greater difficulties with Mathematics than their peers.
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Minority of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. The gap is narrowed between the progress of pupils in receipt of the pupil premium and pupils not eligible for the pupil premium	Challenging targets, based on prior attainment, are set for pupils who have fallen behind in their learning. Children who need to make accelerated progress to catch up where they have fallen behind receive targeted intervention monitored by senior leaders. Pupils are given plenty of opportunities to practise and consolidate key skills in reading, spelling, handwriting, phonics and maths. Teachers and support staff identify and address learning gaps and misconceptions.
Pupils eligible for pupil premium develop a wide and rich vocabulary.	Voice 21 Oracy developed throughout the curriculum for all pupils. Good use of language is modelled throughout the school particularly in the Early years. Use of Makaton for the Early years to support the development of essential communication skills such as attention, listening, comprehension, memory and expressive speech and language.

	<p>Children are surrounded by a language rich environment through high quality reading books and texts within the class and school library.</p>
<p>Pupils have access to an engaging, broad and varied curriculum.</p>	<p>Our school curriculum is engaging, exciting and challenging. Staff plan a range of memorable visits and experiences to enhance learning and help children retain knowledge.</p> <p>Children will have access to a wide range of social, cultural and sporting experiences within and outside the school day.</p> <p>The schools books will be regularly updated so children have access to high quality books to read both at school and at home.</p> <p>Parents/carers encouraged to support home reading/learning through regular communication.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Regular communication to parents about the importance of attendance.</p> <p>RAG letters go out each term. Meetings held with parents for persistent absentees.</p> <p>Free breakfast club places for pupils eligible for pupil premium.</p>

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: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk boost, Makaton to support speaking and listening throughout school and across the curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Continue to purchase more reading books/resources for our Little Wandle to secure stronger phonics teaching or all pupils.</p> <p>Ensure all staff including Teaching assistants are up to date with training</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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:</p> <p>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:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3, 1

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

Budgeted cost: **£9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk boost to develop oracy throughout the school, Makaton to improve children's language and literacy skills in 2 to 4 year olds particularly for disadvantaged children.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Broadening the horizons and experiences of children by arts participation as set out by the EEF toolkit. evidence/teaching-learning-toolkit/arts-participation	https://educationendowmentfoundation.org.uk/education-	1, 4
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Total budgeted cost: £26,000

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 2022 to 2023 academic year.

44% of pupil premium children passed the phonics screening test in Year 1 compared to 42% non-pupil premium.

3 Pupil premium children last year in year 2.

Maths	% EXP	% GD
Pupil premium	100	33%
Non pupil premium	89%	22%

Reading	% EXP	% GD
Pupil premium	67%	33%
Non pupil premium	89%	78%

Writing	% EXP	% GD
Pupil premium	33%	0
Non pupil premium	67%	0

All pupil premium children have access to a free place at our breakfast club or have a free breakfast once they come into school.

Enhancements to the school curriculum this year have included visiting an art exhibition, visits to the local museum to learn about the titanic, visitors in school have included authors, poets, storytellers, musicians, magicians, den building, wheelchair basketball, local beekeeper, artists and STEM practitioners. This allowed the children to have access to activities and experiences they wouldn't normally have. The children were fascinated with the art exhibition and talked with vigour to the curators about what

they knew already about the artist as well as learning new facts. A lot of the children then took their families to the exhibition out of school time. The children learnt a lot about museums and the different roles in a museum. They went on to do a pop up museum at school and invited the community in and they took on the role of the curators.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.