

Nettlesworth Primary School Pupil Premium Strategy Statement 2021- 2022

School Overview

Number of pupils in school	118
Proportion of disadvantaged pupils	41ch 34.7%
Pupil premium allocation this academic year	£59,145
Publish date	Sep 2021
Review date	Dec 2021
Statement authorised by	Mrs D Lee
Pupil premium lead	Mr C Graham
Governor lead	Mrs D Barclay

Rationale

At Nettlesworth Primary, we believe that teaching and learning opportunities meet the needs of all pupils, including those of our most vulnerable pupils. We ensure appropriate provision is made for pupils who belong to vulnerable groups, ensuring the needs of such pupils are adequately assessed and addressed. We ensure that these pupils benefit from individualised programmes based on an accurate understanding of what support best suits each pupil. Through this we aim to accelerate progress and overcome barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between those entitled to Pupil Premium Grant (PPG) funding and those who are not. Last year particularly, following the national lockdown prompted by COVID19, it is imperative that pupils are supported within school to ensure that any gaps in their knowledge can be addressed quickly and effectively ensuring they have all the tools necessary to make progress.

Funding (per eligible pupil)

	2020 - 2021	2021-2022
Pupil Premium Reception – Y6	£1,345	£1345
Pupil Premium Y7 – Y11	£955	£955
*Pupil Premium + Looked after children (LAC)	£1,745	£1,745
Pupil Premium + Post Looked after children (PLAC)	£2,345	£2,345

*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £600/ pupil. (The amount of funding that is retained by the LA may change)

Reception to Year 6 Pupil Premium/ Pupil Premium + funding

Pupils eligible for PP funding	41
Number of eligible boys	24
Number of eligible girls	17
Number of looked/ Post looked after pupils	4
Total funding allocation	£59,145

Pupil attainment 2019

We are unable to present data for the previous academic year as COVID -19 prevented statutory assessments for ETFS, end of KS1 and KS2.

Reception class All pupils 9 FSM pupils 3 (33%)	All pupils in school	School FSM pupils	National difference between outcomes for Free School Meals pupils and non FSM pupils	Difference between outcomes for school Free School Meals pupils and national outcomes for non FSM pupils
GLD	78%	33%	-19%	-42%
Year 1 All pupils 13 Dis pupils 1 (8%)	All pupils in school	School dis pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Phonics	85%	100%	-13%	16%
	All pupils in school	School dis pupils	Expected standard	
			Greater depth standard	

Key stage 1 All pupils 17 Dis pupils 2 (12%)	Expected standard	Greater Depth standard	Expected standard	Greater Depth standard	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Reading	82%	24%	50%	0%	-16%	-28%	-14%	-28%
Writing	82%	12%	50%	0%	-18%	-23%	-10%	-17%
Maths	82%	24%	50%	0%	-16%	-29%	-12%	-24%
Key stage 2 All pupils 14 Dis pupils 6 (43%)	All pupils in school		School dis pupils		Expected standard		Higher standard	
	Expected standard	Higher standard	Expected standard	Higher standard	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Reading	86%	29%	67%	33%	-16%	-11%	-14%	+2%
Writing	86%	36%	67%	50%	-15%	-16%	-13%	+26%
Maths	57%	29%	50%	33%	-17%	-34%	-16%	+1%
Rd, Wri & Ma combined	57%	21%	50%	17%	-20%	-21%	-8%	+4%

Pupil progress scores for 2019

	School all pupils	School disadvantaged	National non-disadvantaged
Reading	0.8	-0.7	0.3
Writing	1.6	2.0	0.3
Maths	-3.4	-5.3	0.3

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Communication difficulties (speech and language, writing)	Improved communication (speech, language writing) through using individualised programs run by TAs.
	B High numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, social/emotional	Termly reviews, Parent and pupil SEND reviews and school tracking systems will show accelerated progress for an

		difficulties, mental health and attachment needs which impacts upon academic progress.	increased number of children. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage.
	C	Continue to provide targeted interventions for PP pupils who are more able	Improved progress/attainment for High achieving PP pupils – target 25% of PP pupils to attain Greater Depth
	D	Some PP pupils are reluctant to read, particularly books, and have poor phonic knowledge to improve reading skills.	Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels
Targeted academic support	E	Too few pupils achieved the expected level in Maths at the end of 2019 in KS2.	Leading to significant differences between ARE in Maths in comparison with other subjects. Gaps will diminish in 2022.
	F	School does not have a nursery and takes children from a number of different nurseries. As a result, children have a range of experiences and any additional support/intervention provided before reaching school age.	An enhanced transition to enable rapid progress from lower starting points.
Wider strategies	G	Social and emotional issues of some PP children impact on their learning and wellbeing.	Staff who have been trained to identify and diminish impact of social and emotional barriers through mental health first aid will continue to work with pupils who have anxiety issues

	H	Parental engagement for some Pupil Premium Pupils is not as strong as for other pupils (ie completion of homework and reading at home)	Increased parental engagement opportunities so increased links between home, school and community
	I	Persistent Absence and lower punctuality rates are lower for Pupil Premium pupils than for other pupils, this affects their attainment. Improved attendance through working with parents – explain the impact of taking holiday in term time.	Increase of percentage totals for those in receipt of Pupil Premium funding and a decrease of those who are considered persistent absentees.
	J	Narrow life opportunities, aspirations and enrichment experiences	Staff to provide life experiences linked to topics, through pupil improvement plan, rights respecting council and staff, develop enrichment experiences for children across the curriculum.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Desired Outcomes	Action/Person Responsible	Evidence Source	Expenditure/Cost	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
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A	Improved communication (speech, language writing) through the use of individualised programs run by TA (Speech link)	Individual support by class teacher or TA	<p>EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and TAs and when interventions are planned and have the right approach)</p> <p>Research states (EEF) that early intervention and daily activities will on average improve progress between four and 6 months, resulting in positive impacts on early learning outcomes.</p>	<p>TA Class Teacher</p> <p>£1000</p>	See year data			
B	Higher rates of progress for all children eligible for Pupil Premium	<p>Designated Pupil Premium Teaching Assistant in liaison with class teachers to identify and target pupil premium children for initiatives and to monitor progress.</p> <p>CLASS TEACHERS/YG</p>	<p>Year 3, Year 4 and Year 6 cohorts have identified a trend of the gap between Pupil Premium and Non-Pupil Premium due to the fact that these pupils also have SEND.</p> <p>1:1 and small group learning</p>	<p>Additional 1 to 1 support within the classroom provided by a designated Pupil Premium Teaching Assistant</p> <p>£21 000</p> <p>Release time for middle/senior leaders to monitor progress within their particular subject.</p>	<p>Cohort tracking data from 2020/21</p> <p>Children's previous books from 2020/21</p>			

		<p>SEND/CO/DHT to work closely with Designated Pupil Premium Teaching Assistant to identify and support Pupil Premium Pupils DL/CG</p> <p>Booster classes for Year 2/6 children RA/CG</p> <p>A published Pupil Premium Strategy outlining how we will spend Pupil Premium funding. Within this outline how research supports spending from the DFE, NFER and EEF to promote effective teaching and learning.</p> <p>Leaders and Governors in school will analyse the impact of spending for</p>	<p>will be effective in these classrooms, as suggested by the evidence in the EEF Toolkit.</p> <p>Pupil Premium strategy shared with all staff Autumn 1</p> <p>Governors and Leaders to review Pupil Premium Strategy and impact on a termly basis.</p> <p>All staff are therefore aware of the different areas of need, resulting in individualised Quality First Teaching being implemented throughout the school day.</p> <p>Consistent monitoring through: Cohort tracking/data analysis, Pupil Progress Meetings, Pupil's books and intervention records will allow</p>	<p>£1900</p> <p>Teachers/Teaching Assistants working closely together to ensure that children make at least good progress from their starting points.</p>				
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		<p>Pupil Premium children SLT/GOVERNORS</p> <p>Leadership team will focus on tracking these children through data, lesson observations, pupil progress meetings, pupil conversations and book scrutiny. SLT</p> <p>Children in their cohort will make progress from their starting point. ALL STAFF</p>	<p>reactive changes to be made and the redeployment of resources where required.</p>					
C	<p>Improved progress/attainment for High achieving PP pupils.</p>	<p>Greater depth writing group. Reading comprehension groups</p>	<p>Small group support with teachers (during timetabled Intervention times)</p> <p>To provide 1-1 support (Qualified teacher + Pupil) to accelerate progress and boost attainment for high achieving pupils (Linked with Covid-19</p>	<p>Release time for Subject Leader- opportunities to monitor problem solving and shared practise with schools in local area</p> <p>Access to quality CPD-Opportunities for all staff</p> <p>Subject Leader to participate in County Durham CPD opportunities</p>	<p>Cohort Tracking data/ASP analysis</p> <p>Work Scrutiny with shared schools from Summer Term 2021</p>			

			<p>Catch Up funding). This is to continue</p>	<p>and shared Moderation</p> <p>Sessions with Teacher/TA</p> <p>£1000</p> <p>Qualified teacher delivering private tuition, approximately £1080 (10 weeks) for 8 pupils + communication time between tutor and class teacher.</p> <p>Repeat in the Spring and Summer Term for identified children as appropriate - £4140 (spring+ summer). (COSTS LINKED TO E)</p>				
D	<p>Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels</p>	<p>Individual reading support Lexia reading program</p>	<p>Research into LEXIA as an effective resource to support the development of reading and spelling.</p>	<p>Lexia funded by COL</p> <p>Teacher/TA support</p> <p>£4000</p> <p>Teachers/Teaching Assistants working together to provide quality first teaching</p>	<p>Cohort tracking/data analysis/data from Summer Term 2020/21</p>			

				<p>Opportunities for staff to learn from each other, complete learning walks and team teaching opportunities.</p> <p>Lesson observations/Work Scrutinies</p> <p>Cohort tracking and data analysis</p>				
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Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

	Desired Outcomes	Action/Person Responsible	Evidence Source	Expenditure/Cost	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
E	<p>Too few pupils achieved the expected level in Maths at the end of 2019 in KS2.</p> <p>Some pupils underachieve as a result of persistent absence, some historic, which is a barrier to learning. For</p>	<p>Before and after school groups for targeted pupils</p> <p>Booster support groups on a weekly basis</p> <p>1:1 support for targeted pupils</p> <p>Additional Teaching</p>	<p>Work Scrutinies for Maths will demonstrate how much children are achieving at the expected level. These will also ensure that the children are being provided with quality making and feedback, which as stated within the EEF</p>	<p>Teacher for booster sessions twice a week.</p> <p>Additional TA support</p> <p>£1000</p> <p>Qualified teacher delivering private tuition, approximately £1080 (10 weeks)</p>				

	<p>some pupils, low self-esteem and levels of resilience can make good progress challenging. In 2019, 60% disadvantaged pupils achieved ARE in maths, leading to significant differences between ARE in other subjects. Gaps will diminish in 2022.</p>	<p>Assistant to support maths across the curriculum</p> <p>To provide 1-1 support (Qualified teacher + Pupil) to accelerate progress and boost attainment in Maths. (Linked with Covid-19 Catch Up funding). This is to continue</p> <p>ALL STAFF/SLT</p>	<p>Toolkit, ensure that the right level of challenge is being given – the children will have the opportunity to move their learning on.</p> <p>EEF toolkit suggests that small group tuition is effective and, as a rule of thumb, the smaller the group the better</p> <p>Research shows that Individual learning programmes can improved - EEF toolkit</p>	<p>for 8 pupils + communication time between tutor and class teacher.</p> <p>Repeat in the Spring and Summer Term for identified children as appropriate - £4140 (spring+ summer).</p>				
F	<p>An enhanced transition to enable rapid progress from lower starting points</p>	<p>Nursery/home visits, meetings with nursery staff to discuss individual needs, prospective parents evenings, getting ready for school meetings, Teddy Bear's Picnic, school lunch trial, individual</p>	<p>A case study published by the Department for Education (Good Practice in Early Education) stated that 'To support smooth transitions into settings, staff identified features of good practice in relation to three</p>	<p>Release time/supply cover/TA cost: Cost: £2000</p>	<p>Almost half of children entering Reception were below or significantly below in Reading. On average, 40% of children were below or significantly below in communication</p>			

		parent meetings in Autumn Term Weekly toddler sessions HT/EYFS LEAD	broad areas – gathering information about the child and using this effectively; providing support to parents; and helping the children to settle		and language and PSED			
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Wider strategies i.e. Behaviour approaches, breakfast clubs, increasing attendance

	Desired Outcomes	Action/Person Responsible	Evidence Source	Expenditure/Cost	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
G	A TA is trained in mental health first aid works with staff to identify pupils who will benefit from intervention. She then works with pupils to diminish impact of emotional barriers so that attainment of children with emotional problems improves.	TA Training Additional support from educational psychologist, counselling services CPD and support provided by Alliance staff has ensured targeted and specialist support has been accessed by children who require it. ALL STAFF	Intervention programme based on research showing positive impacts. Reduction in impulsive emotional behaviour – monitor behaviour Improved concentration in lessons resulting in accelerated progress. Decrease in parent concerns	Specialised CPD for School Mental Health First Aider and HT, including participation in 'Mental Health Trailblazers' program. Continued specialised mental health trained teaching assistant to be available and increase to 5 afternoons per week to provide emotional wellbeing support.	Classroom logs Pupil Reviews			

	<p>Improve the social and emotional wellbeing of identified pupils, and, as a result, positively impact on pupil attainment and progress</p>		<p>regarding individual children</p> <p>Research has stated that, pupils will learn most effectively and make most progress when other issues have been addressed. Improving the children's overall emotional and mental health.</p>	<p>Use of computing to help produce some online resources for website</p> <p>Use of educational psychologist, counselling services to provide additional support to vulnerable families within the home environment and within school £1000</p> <p>£3000 contribution to COL (subsidised)</p> <p>£2640 for key staff member to be in Breakfast Club and on site to provide intervention for children and families before the school starts.</p> <p>Sacriston Youth Project Family Well Being Co-ordinator on site once a week to work with targeted families.</p>				
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H	Develop support for parents so they can support their children	<p>To engage with parents on children's learning so they can understand and can support children at home</p> <p>Work with referred families on individualised issues which impact upon the child's abilities to access education</p> <p>Support work with parents.</p> <p>Provide a specifically targeted Homework after school club exclusively for Pupil Premium children which enables them to receive additional support in a small group setting.</p> <p>ALL STAFF</p>	<p>Increase in children completing homework activities, as this will provide the opportunity for the children to consolidate their learning.</p> <p>Children's wellbeing is increased as they can show parents at home and thus improving the resilience and mind set of the child's approach to their learning at school.</p>	<p>Staff CPD of how to support parents £325</p> <p>Support with targeted families</p> <p>Additional support with homework activities in a small group setting</p> <p>£1600 resource allocation towards yearly subscription of an Anomaly Screen</p>	HT analyses impact upon children and their emotional well-being in school.			
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I	<p>There will be an overall increased attendance percentage for Pupil Premium children and a smaller percentage of Pupil Premium children considered as persistent absentees Improved attendance through working with parents – explain the impact of taking holiday in term time.</p>	<p>Monitor attendance on a weekly basis</p> <p>To provide teachers and subject leaders pertinent cohort tracking and attendance information which can be used to deliver appropriate curriculum content.</p> <p>H/T and School Secretary to contact parents by telephone call if they haven't contacted school by 9.30am, on a daily basis, to explain absence</p> <p>Attendance phone calls, on a monthly basis ,to families who are below the 96% target</p> <p>Letters to arrange meetings for those who fall below 90% on a half termly basis</p>	<p>Attendance figures from SIMS will be shared and celebrated with children and parents. This will be adopted as a whole school approach as a way to improve attainment and progress.</p> <p>Continued communication with parents, through newsletters and texts message to ensure that they are aware of any changes to routines or assessment.</p>	<p>Certificates and prizes given to children who have 96%+ and 100% attendance on a termly basis £600</p> <p>SENDCO to support families and conduct home visits/parents workshops</p> <p>Breakfast club from 8am each morning, 2 key staff and breakfast.</p> <p>£6100 Additional wages covering breakfast club and homework club.</p> <p>£600 Additional Resources for engagement in breakfast club</p>	<p>SIMS information demonstrates in Summer Term that PP children's attendance</p>			
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		<p>Certificates and prizes given to children who has 96%+ and 100% attendance on a termly basis.</p> <p>Breakfast club staff to monitor attendance, punctuality and encourage healthy breakfast habits.</p> <p>SLT/SCHOOL OFFICE</p>						
J	<p>Each class to provide individual experiences linked to topic, Rights Respecting Council and use of Pupil Improvement plan and staff to develop enrichment experiences for children across the curriculum</p> <p>Money / budget to be used supplement and enhance educational visits and experiences across year</p>	<p>In order to stimulate learning, teachers should plan for opportunities for children to have individual learning experiences through trips, visits etc</p> <p>All teachers to plan for the beginning of their topics to promote the learning.</p> <p>ALL STAFF</p>	<p>The adopted mind set an ethos ensure that they children have their own pupil voice. This will positively impact on self-esteem and the perseverance which they children show in their learning.</p> <p>Evidenced by quality of resources available to pupils. Evidence in the range of experiences / visits being offered to children across a</p>	<p>Cost of trips and visitors £3660</p> <p>Cost of transport to visits £2000</p> <p>Cost of releasing staff to supervise on visits £500</p>	<p>% of children making progress</p> <p>% of children working towards their ARE</p>			

	<p>groups, and to further target wider identified curriculum resources for Pupil Premium children across a variety of curriculum areas in order to aid children's understanding, knowledge and key skills development Increased participation in extracurricular activities to widen opportunities or opportunity to access breakfast club</p>		<p>variety of year groups within school resulting in an improvement in the quality of work within Literacy and Numeracy.</p> <p>Research shows that pupils who have not participated in an after school club by the age of 9yrs are very unlikely to ever participate.</p>					
	Total Expenditure £59, 145							

Additional funding supporting provision

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved:

Mr Aaron O’Roarty ,Mrs Diana Barclay, Mr Craig Graham and Mrs Donna Lee

Committee meeting dates

Autumn:

Spring: April 22

Summer: July 22

Jan 22

Autumn summary

Spring summary

Summer summary