

# Netherbrook Primary School

## Pupil Premium Strategy Statement 2021-22



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	Netherbrook Primary School
Number of pupils in school	412 (Rec – Year 6)
Proportion (%) of pupil premium eligible pupils	32% (130/412)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Hazel Pulley (CEO)
Pupil premium lead	Phil Rawlings (HT)
Governor / Trustee lead	Julia Argentieri (LGB)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,240
Recovery premium funding allocation this academic year	£18,500 (estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192,740

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Netherbrook Primary School receives funding from the Government to improve the attainment of disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers.

As a result of the Covid-19 pandemic, our children have experienced an unprecedented interruption to their education, social disruption and emotional pressures. Evidence has shown that disadvantaged pupils have been most affected.

The government have also provided a recovery premium for the 2021 to 2022 academic year to build on the pupil premium and help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

At Netherbrook Primary School, we will work hard to improve the attainment of our disadvantaged pupils. We will accelerate learning so that our disadvantaged pupils catch up with their education and achieve as well as their non-disadvantaged peers. We will support their mental well-being so that they are safe, happy and ready to learn.

Our Pupil Premium Strategy will support disadvantaged pupils through a three tiered approach:

**1. High-quality teaching.**

- We will implement, continually monitor and review an enhanced curriculum framework to ensure high expectations and standards are achieved for all pupils especially our vulnerable learners.
- We will ensure high-quality teaching through professional development, training and support for early career teachers.

**2. Targeted academic support.**

- We will plan intervention programmes through whole class teaching and small group teaching.
- The interventions will be targeted to the specific needs of pupils.

**3. Wider strategies.**

- We will prioritise the mental health and wellbeing of disadvantaged pupils and their families. This will include ensuring that disadvantaged pupils are able to access the same opportunities as other pupils in all that we do.
- We will also prioritise tracking the attendance of disadvantaged pupils and support our families so that attendance of disadvantaged pupils improves.

## Challenges

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

Challenge number	Detail of challenge
1	To narrow the achievement gap between disadvantaged and other pupils in school and nationally
2	To ensure that disadvantaged pupils do not fall further behind due to the effects of Covid-19
3	To ensure that attitudes to learning are strong and positive and aspirations are raised
4	To increase the retention of knowledge across all subjects
5	To improve pupils physical and mental health, following the effects of Covid-19.

## 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
To reduce the achievement gap between disadvantaged pupils and their non-disadvantaged peers in school and nationally.	The gap in achievement narrows based on 2019 data. Internal and external data and other evidence bases show that disadvantaged pupils have performed well in each year group and at the end of each key stage.
To diminish the difference of disadvantage children and 'other' pupils caused by the Covid-19 pandemic.	Disadvantaged pupils at risk of falling further behind are identified and robust intervention plans are put in place. Interventions and high quality teaching ensure that these pupils make enhanced progress from their starting points towards their individual targets. Internal and external data and other evidence bases show that disadvantaged pupils have performed well in each year group and at the end of each key stage.
The revised and enhanced curriculum ensures that pupils are retaining the core knowledge taught – improving general knowledge, vocabulary and creativity.	Disadvantaged pupils achieve at least as well in end of unit tests and subject knowledge essays – demonstrating their knowledge across the wider curriculum has been enhanced.
Prioritise the mental health and well-being of our disadvantaged pupils	Pastoral evidence demonstrates that disadvantaged pupils are supported emotionally to: <ul style="list-style-type: none"> <li>• Build resilience.</li> <li>• Encourage independence.</li> <li>• Encourage collaboration.</li> <li>• Develop problem solving skills.</li> <li>• Develop positive attitudes to learning.</li> <li>• Support an active, healthy lifestyle.</li> </ul>

## 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: £ 95,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching development – CPD programme to ensure high quality delivery and enhanced subject knowledge skills across the school	<p><u>EEF DEVELOPMENT STRATEGY – SUPPORTING GREAT TEACHING</u></p> <p>Many teachers will find it a significant challenge to know what they need to teach and how to structure their learning sequences due to the significant gaps in pupils’ knowledge.</p> <p>Providing high quality CPD will ensure standards remain high and teachers are confident in their approaches.</p>	1 2 3 4
Implement a new assessment policy and assessment system to accurately track and analyse pupil data to improve outcomes	<p><u>EEF DEVELOPMENT STRATEGY – PUPIL ASSESSMENT AND FEEDBACK</u></p> <p>SLT knowledge knows that the previous assessment system is in need of overhaul to provide more in depth analysis of pupil progress – particularly in relation to test skills. This will enable us to better (and more accurately track the progress of disadvantaged pupils).</p>	1 2
Release time for Senior Leaders and Subject leaders from class to Implement a rigorous monitoring cycle to include: <ul style="list-style-type: none"> <li>• Planning Scrutiny</li> <li>• Book trawls</li> <li>• Lesson Observations</li> <li>• Moderation of work</li> </ul>	<p><u>EEF DEVELOPMENT STRATEGY – SUPPORTING GREAT TEACHING</u></p> <p>All relevant leaders will have monitored the teaching and learning. Ensuring quality of provision for pupil premium pupils remains high</p> <p>Areas of strength and weakness will be identified</p> <p>Timely action will be put in place to address any areas of concern</p>	1,2,3,4
CPD for Subject Leaders to enable them to have whole school influence.	<p><u>EEF DEVELOPMENT STRATEGY – SUPPORTING GREAT TEACHING</u></p> <p>PPG funds will be used to ensure a high quality support and development programme is in place for new subject leaders – ensuring knowledge and skills are robustly enhanced throughout the curriculum.</p> <p>Spending includes professional development, training, coaching and mentoring.</p>	1 2 3 4

<p>The purchase of high quality subject resources to support the enhanced curriculum. Examples:</p> <p>Ofsted validated Rocket Phonics reading scheme across EYFS and KS1. Plus: iCompute, Music Express, Language Angels (Spanish), Jigsaw RSE, PlanBee – Religious Education.</p> <p>Plus additional teaching resources for Maths, English and SEND pupils.</p>	<p><a href="#">EEF DEVELOPMENT STRATEGY – SUPPORTING GREAT TEACHING</a></p> <p><a href="#">EEF DEVELOPMENT STRATEGY – ACCESS TO TECHNOLOGY</a></p> <p>High quality resources equip teachers with the tools they need to robustly deliver curriculum content and knowledge.</p> <p>Resources match the needs of the pupils and staff are able to appropriately address teaching and learning issues.</p>	<p>1, 4</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £ 58,510.00 + £18,500.00 Covid-19 Recovery Premium**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI and WELLCOM programmes delivered in EYFS to raise standards of disadvantaged pupils in Communication and Language acquisition.</p>	<p>NELI and WELLCOM are nationally recognised effective CAL programmes proven to raise standards.</p> <p>Staff training is significant and resources are required to support these programmes.</p>	<p>1 2 3 4 5</p>
<p><i>Rising Stars NTS Shine Interventions in Reading, Writing and Mathematics.</i></p>	<p>Empirical data from Rising Stars own development programme shows that in 5000+ schools these interventions when well used are effective in addressing key gaps in pupil's knowledge and skills.</p> <p>Interventions are based on QLA of tests and matched to the needs of pupils – diminishing the difference.</p>	<p>1 2 4</p>
<p>Phonics Intervention – Rocket Phonics Workbooks to be used to back fill gaps in pupils' knowledge and skill in phonics. Interventions to be put in place to improve outcomes and confidence.</p>	<p>The Rocket phonics programme ensures that any disadvantaged pupils at risk of falling behind are identified and interventions can be put in place to address this.</p> <p>Monitoring shows that pupil's knowledge of phonics has been severely inhibited by Covid-19. This gap has to be addressed.</p>	<p>1 2 4</p>
<p>Excellent Teacher implementation of small group teaching for reading, writing and maths with targeted instruction.</p> <p>Small group targeted TA support - Teaching assistants</p>	<p><a href="#">EEF DEVELOPMENT STRATEGY – SUPPORTING GREAT TEACHING</a></p> <p>EEF and internal evidence shows the excellent impact of high quality excellent teacher sessions.</p>	<p>1 2 4</p>

are trained and deployed to support small groups.  Small group targeted teaching group for phonics in KS1.	Small group teaching is targeted at pupils' specific needs which meets differing learner needs and is effective in increasing pupil attainment.  Teaching Assistants deployed to teach small groups has a high impact.	
Implement a targeted Catch up intervention programme – small group withdrawal based on gaps in learning in KS1 and KS2 – Focus on writing	<u>EEF DEVELOPMENT STRATEGY – 1:1 AND SMALL GROUP TUITION + INTERVENTION PROGRAMMES</u>  EEF research shows the power of small group and 1:1 tuition in narrowing gaps in learning.  Previous Catch Up programmes yielded excellent results in improving phonics outcomes at KS1 and KS2. This approach will be replicated to focus on improving WRITING across the school.	1 2 4
Launch additional Mathematics, GPS and Reading sets in Year 6 to support enhanced disadvantaged pupil outcomes	<u>EEF DEVELOPMENT STRATEGY – 1:1 AND SMALL GROUP TUITION + INTERVENTION PROGRAMMES</u>  Smaller class sizes are shown by EEF to yield moderate improvements in outcomes – where quality first teaching is evident this is improved.  Previous experience has shown this approach to work in improving pupil outcomes.	1 2 4
Enhance mental health awareness through the RSE programme and targeted support.  Provide high quality CPD for Mental health Leads in school.	The school's standard approach to dealing with pastoral care is strong and robust.  Additional funding to provide training for mental health leads for staff and pupils will ensure both stakeholders are mentally fit and healthy – improving outcomes.	5

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

**Budgeted cost: £22,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils are able to encouraged to participate in cultural and educational opportunities such as extra-curricular arts and sporting activities.  Participate in the National Arts Investment programme through TEFAT.	Participation in Arts can have a positive impact across all areas of the curriculum.  Participation in Sports has a positive impact on physical and mental health and wellness and on core strength required for key learning skills.  Additional after school clubs and cultural enrichment trips to be implemented for disadvantaged pupils (Covid-permitting)	5
Provide increased pastoral care for pupils and family	<u>EEF DEVELOPMENT STRATEGY – SUPPORTING PARENTS AND CARERS</u>	1 5

<p>support for families in need. Signpost support availability and counselling.</p>	<p>Home surveys have demonstrated that some parents have found the restrictions and mental health effects of lockdown to be very difficult to manage. This will hamper their children's ability to access work and be self-confident.</p> <p>Attendance and behaviour of disadvantaged pupils to be monitored closely and action taken with families to support and improve where issues emerge.</p>	
<p>Raise aspiration through a co-ordinated introduction to further and higher education</p>	<p>Internal knowledge of pupils' aspirations shows them to be low.</p> <p>Disadvantaged pupils and others to be introduced to College and University through coordinated enrichment days.</p>	<p>3 5</p>

**Total budgeted cost:**

**£175,510.00 + £18,500.00 (Covid-19 Recovery Premium)**

**(Part B: Continued below)**

## 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.

#### **Due to COVID-19, performance measures have not been published for 2019-20 or 2020 to 2021**

##### Teaching

- The disadvantaged pupils' results below for 2020-21 are based on internal school data. During this academic year assessment testing methods were changed from a combination of different assessment systems to a consistent use of Rising Stars NTS Assessments across the school. This has given a more realistic and robust assessment of progress across the school.
- Additional funding for 2020-2021 was spent on providing high quality phonics interventions across KS1 and KS2. These interventions were in place from March 2021 – July 2021 and had a significant impact on the targeted pupils' outcomes. The reading and phonetic skills of the targeted pupils increased significantly. Gaps remain and these will be further targeted this year.
- To support the recovery of pupils a new curriculum and weekly timetable for each class was created with a strict focus on core skills in English and Maths, whilst maintaining the wider curriculum at the same time. This has led to significant improvement in pupils spelling and handwriting skills.
- The focus of the Catch up programme in 2020-21 was Reading and Phonics. Standards have visibly improved in these subjects and data supports this in some cohorts but not all. However, phonics progression doesn't necessarily impact immediately on statistical progress data. Individual pupil progress data linked to phonics shows a high degree of progress for disadvantaged and other pupils alike.
- The wider curriculum is now also being overhauled to focus on knowledge. This is in place for the autumn term 2021-22 and should further contribute to increased standards. The English and Mathematics curriculums have also been reviewed to focus more specifically on the issues present in the pupils' writing and arithmetic skills.
- Additional funding will be used to target writing across the school in 2021-22.

<b>Disadvantaged Pupils Reading 2020-21</b>			
	% at expected March 2021	% at expected July 2021	Change
<b>Rec</b>	35%	40%	+5%
<b>Year 1</b>	46%	48%	+2%
<b>Year 2</b>	42%	60%	+18%
<b>Year 3</b>	42%	47%	+5%
<b>Year 4</b>	41%	55%	+14%
<b>Year 5</b>	25%	37%	+12%
<b>Year 6</b>	55%	59%	+4%
<b>Disadvantaged Pupils Writing 2020-21</b>			
	% at expected March 2021	% at expected July 2021	Change
<b>Rec</b>	25%	25%	+0%
<b>Year 1</b>	13%	20%	+7%
<b>Year 2</b>	32%	36%	+4%
<b>Year 3</b>	14%	21%	+7%
<b>Year 4</b>	48%	48%	+0%
<b>Year 5</b>	8%	15%	+7%
<b>Year 6</b>	15%	23%	+8%



### Disadvantaged Pupils Mathematics 2020-21

	% at expected March 2021	% at expected July 2021	Change
<b>Rec</b>	Number 37% Shape, Space & Measure 37%	Number 37% Shape, Space & Measure 37%	+0%
<b>Year 1</b>	13%	13%	+0%
<b>Year 2</b>	26%	32%	+6%
<b>Year 3</b>	21%	36%	+15%
<b>Year 4</b>	44%	49%	+5%
<b>Year 5</b>	15%	18%	+3%
<b>Year 6</b>	23%	38%	+15%

#### Targeted Support

- A range of intervention strategies were put into place for disadvantaged pupils. The primary focus was Reading and Phonics as these were the areas of largest need.
- These groups were based on teacher assessment and internal testing.

#### Wider Strategies

- Regular home calling throughout school closure and some home visits.
- Provision of personalised work packs and additional educational resources to vulnerable and disadvantaged children
- Increased communications via social media and the school website.
- Published support package for parents and pupils to facilitate a positive transition to school.
- Resources and guidance to support mental health for parents and pupils published on the school website.
- A total of 75 laptops were eventually secured by the school through the DfE Get Help with technology Scheme. These laptops were used to support the home education of pupils through remote learning during lockdown.
- These devices were then used in school during the summer for focussed arithmetic and grammar skills.

### 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
N/A	N/A

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No Service Premium Pupils in 2020-21
What was the impact of that spending on service pupil premium eligible pupils?	N/A