

## Netherhall Learning Campus Junior 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   | Netherhall Learning Campus Junior School |
| Number of pupils in school  | 314                                      |
| Proportion (%) of pupil premium eligible pupils   | 204 = 65%                                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 21\22                                    |
| Date this statement was published   | September 2021                           |
| Date on which it will be reviewed   | September 2022                           |
| Statement authorised by   | Michael Kent                             |
| Pupil premium lead  | Zoë Lowe                                 |
| Governor / Trustee lead   | Geoff Kernan                             |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £254205 |
| Recovery premium funding allocation this academic year  | £27804  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £282009 |

## Part A: Pupil premium strategy plan

### Statement of intent

All members of staff and the Local Governing Body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

- To ensure Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers.

All staff recognise and accept that the vast majority of pupils' progress comes out of quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking, communication and language skills and clear assessments that support learning.

- To ensure that Pupil Premium children have the same access/opportunities for learning as the rest of the school

Support is given to ensure that all pupils have full access to broad educational experiences, such as trips and enrichment activities.

- To ensure that Pupil Premium children attend school regularly and the level of persistent absence is reduced.

Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to ensure early identification of need.

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Low or poor attendance   |
| 2                | Readiness for learning - Intergenerational limited aspirations and engagement with education   |
| 3                | Low attainment in KS1 including lack of early life experiences – access to play, language, books, positive relationships and boundaries... |
| 4                | Low self-esteem and significant mental health needs  |

### 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   |
|--|--|
| Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers | Progress of PP children is at least in-line with non-PP children with many making accelerated progress |
| Pupil Premium children have the same access/opportunities for learning as the rest of the school           | PP children all accessing trips/visits and sporting opportunities                                      |
| Pupil Premium children attend school regularly and the level of persistent absence is reduced              | Percentage attendance of PP children is broadly in line with non-PP children                           |
| Reduce fixed term exclusions   | Downward trend and closer/in line with National  |

### 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: £ 119960

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Ensure all relevant staff (including new staff) have received paid-for training to deliver the Read Write Inc Fresh Start and Fast Track programme catch up and intervention programme  | EEF literacy research “Phonics approaches have been consistently found to be effective in supporting younger readers” – Education Endowment Fund (EEF)     | 2 & 3                         |
| Develop a love of reading and improve the educational outcomes in Reading narrowing the gap to national standards through high quality teaching of reading and a consistent approach to teaching reading across KS2 through VIPERS. | “Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.” (EEF) | 2 & 3                         |
| Increased staffing levels – to reduce class size – average class size is 26<br>Between 1 & 2 extra classes  | By reducing class size the intention is to implement all strategies to a smaller audience thus allowing students more access to teacher time. to implement | 1,2,3,4 & 5                   |

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

Budgeted cost: £59693

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| To plan, deliver and evaluate high quality feedback and targeted interventions matched to individual needs.                        | To use appropriate diagnostics to acutely identify gaps in knowledge/barriers to learning in order to plan high quality interventions matched to individual needs.   | 2&3                           |
| Provide small group/1-1 support for those identified as causing a concern – including pre-teaching and same day live interventions | From specific diagnostics that accurately identify gaps in knowledge/barriers to learning<br>“Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better” – EEF | 2&3                           |

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

Budgeted cost: £ 132759

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Addressing behaviour and attendance through breakfast clubs, CPOMS, Behaviour system, learning mentor and MHST lead. | Data shows that children with better attendance and punctuality make more consistent progress with their learning | 1,2, 3 & 4                    |
| To meet the SEMH and/or Health needs of all Pupil Premium learners to ensure that they are                           | Our evidence shows that children with better developed SMEH skills thrive and achieve well.                       | 1,2,3 & 4                     |

|  |  |  |
|--|--|--|
| ready to learn (Learning Mentor, Safeguarding Officer and MHST lead) |  |  |
|--|--|--|

**Total budgeted cost: £ 312412**

## 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.

|             | Reading |     |     | Writing |     |     | Maths |     |     |
|-------------|---------|-----|-----|---------|-----|-----|-------|-----|-----|
|             | Y2      | NPP | PP  | Y2      | NPP | PP  | Y2    | NPP | PP  |
| YEAR 6 DATA | 59%     | 57% | 53% | 52%     | 43% | 42% | 59%   | 71% | 57% |
| YEAR 5 DATA | 66%     | 83% | 55% | 64%     | 79% | 52% | 69%   | 82% | 57% |
| YEAR 4 DATA | 72%     | 55% | 45% | 65%     | 50% | 40% | 70%   | 61% | 51% |
| YEAR 3 DATA |         | 73% | 50% |         | 63% | 45% |       | 77% | 50% |

|             | Reading |      |      | Writing |      |      | Maths |      |      |
|-------------|---------|------|------|---------|------|------|-------|------|------|
|             | 2019    | 2020 | 2021 | 2019    | 2020 | 2021 | 2019  | 2020 | 2021 |
| YEAR 6 DATA | 49%     | 72%  | 70%  | 66%     | 70%  | 55%  | 66%   | 76%  | 67%  |

| Year Group | No. of Pupils | Pre3 % | Nur % | Rec % | Y1 %  | Y2 %  | Y3 %  | Y4 %  | Y5 %  | Y6 %  |
|------------|---------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|
| Year 3     | 65            | 85.5%  | 87.8% | 92.8% | 80.1% | 94.6% | 99.2% | -     | -     | -     |
| Year 4     | 76            | 90.7%  | 87.1% | 93.6% | 94.6% | 95.3% | 94.1% | 93.6% | -     | -     |
| Year 5     | 86            | -      | -     | -     | -     | -     | 95.6% | 92.9% | 97.5% | -     |
| Year 6     | 86            | 89.1%  | 90.8% | 95.6% | 95.6% | 96.6% | 96.0% | 95.6% | 94.9% | 95.2% |

Since September 2012 all schools have been required to publish information on their Pupil Premium funding. The Department of Education issue the Pupil Premium allocation to schools based on 'Ever 6' as of the most recent census. This funding is available for us to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6-year period. For the period 1st September 2020 to 31st August 2021 Netherhall Learning Campus received Pupil Premium funding of £229,000.

Our Pupil Premium initiatives have included:

- Use of the post of pastoral team with a focus on attendance support and SEMH support. To ensure children are in school, ready to learn and able to progress appropriately. Support to remove barriers to effective learning.
- School breakfast club staffing
- Additional staffing to reduce class sizes to enable children to learn in smaller groups
- Fully funding of trips, visits and visitors to school in promotion of inspirational events and experiences, including Year 6 residential visits.
- Develop Nurture provision and support social and emotional development of pupils using a THRIVE approach across school and with qualified THRIVE staff

### **Impact Summary**

We have used a tiered approach to learning to meet needs of pupils across school. Using a recovery curriculum arrived at through staff, pupil and parent consultation we deliver a broad and balanced curriculum with a focus on reading, a love of reading and a development of reading strategies including use of VIPERS and a language rich curriculum to help improve our children's cultural capital.

Funding was used to train staff with THRIVE and enable class profiling alongside bespoke approaches for key children, in order to improve the readiness for learning. We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils and have a robust QA cycle to monitor provision and outcomes and enable early intervention where progress is slower than peers.

#### **Priority 1 – Quality of Teaching for All**

We have a strong pastoral team including Attendance officer, Learning Mentor and Behaviour worker to help remove barriers to school and ensure children are attending school and have the SEMH security to enable them to engage effectively in learning. We employed additional teachers to remove need for mixed age classes and larger (more than 30) class sizes as we recognize that our children learn more effectively in smaller groups with more opportunity for adult support.

#### **Priority 2**

We are a fully THRIVE trained school with 5 THRIVE qualified practitioners – the ethos underpins our approach to supporting the SEMH needs of our children to enable them to be effective learners.

We have fully funded all trips, visitors and residentials to enable all of our children to have a rich spectrum of experiences that will provide them with language and emotions that they may not normally be exposed to. This is mapped across a broad and balanced curriculum that is regularly reviewed and evaluated based on the needs of our pupils.

The 2021/22 plan will include a more focused approach to intervention on reading and phonics and continue with the pastoral and SEMH approach. The plan will include bespoke CPD for key staff to address the needs of children in different phases in school.

KS2 SATS 2018/29 – last statutory tests taken due to COVID-19

### **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

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
|                  |                 |
|                  |                 |

| Date        | Actions & Activities  | How?<br>What Impact Measures can you report?   | Lessons Learned  | Next Steps   |
|-------------|---|--|--|--|
| Autumn Term | <p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the Read Write Inc Fresh Start and Fast Track programme catch up and intervention programme</p> <p>To ensure Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers.</p> <p>Ensuring staff use evidence based whole class teaching strategies</p> <p>To use appropriate diagnostics to acutely identify gaps in knowledge/barriers to learning in order to plan high quality interventions matched to individual needs.</p> <p>Implement robust Attendance procedures and use pastoral support and APSO to reduce PA and support vulnerable families with a holistic approach</p> <p>Improve the educational outcomes in Writing using diagnostics to identify clear steps for teaching writing and use</p> | <p>5 staff trained to start programme WB 17.1.22. all children identified Staff training in spring 2 summer 1 for all staff in phonics approach. Resources purchased to impact on all classes as well as intervention</p> <p>Reading age assessments completed as part of supervision session – September then december and will be again feb half term to show progress for individuals including 1:1 tuition (Y4), FSFT pupils and target children in each class</p> <p>Literacy Lead actions and CPD based on EEF information – lessons are including the approaches 'chosen' to meet needs across school based on March 21 GAP analysis – to repeat at Easter to inform planning</p> <p>Regular attendance meetings, systems more robust and consistent across campus. Raising profile with new logo – attendance matters.</p> <p>APSO – no impact observed</p> <p>CLICK and literacy links are strong – SPAG is progressive and evidenced in QA and learning walks and supervision meetings</p> | <p>Timing – challenges in demand from trainers meant we are late starting the programme</p> <p>Attendance for tuition poor</p> <p>Continue to improve staff confidence in own subject areas around EEF – there are many 'shared' factors that are strengths</p> <p>Process for referral too long</p> <p>Our children love a good book and the CLICK approach to recording learning and you can see it!</p> | <p>Whole school training day to be booked</p> <p>Support days for literacy lead and data days to look at progress</p> <p>Continue to monitor and adapt planning and produce data analysis and next steps February and Easter</p> <p>Build in cpd time alongside QA to include EEF research and hold staff to account in managing and reviewing for their subject areas</p> <p>Campus Attendance support role to be advertised</p> <p>Review topics and ensure funding available for updating library/class and</p> |

|             | a vocabulary rich curriculum using VSK maps across the curriculum.   |  |            | novel study collections each year |        |        |        |        |        |        |            |     |        |       |       |       |       |       |  |  |              |       |       |       |       |       |  |  |            |       |       |       |       |       |   |   |
|-------------|--|--|------------|-----------------------------------|--------|--------|--------|--------|--------|--------|------------|-----|--------|-------|-------|-------|-------|-------|--|--|--------------|-------|-------|-------|-------|-------|--|--|------------|-------|-------|-------|-------|-------|---|---|
| Spring term | <p>To plan, deliver and evaluate high quality feedback and targeted interventions matched to individual needs.</p> <p>Provide small group/1-1 support for those identified as causing a concern – including pre-teaching and same day live interventions</p> <p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the Read Write Inc Fresh Start and Fast Track programme catch up and intervention programme</p> <p>Implement robust Attendance procedures and use pastoral support and APSO to reduce PA and support vulnerable families with a holistic approach</p> | <p>Reading age data analysis headlines -</p> <p>19 Y5 Children were identified with a reading age of 1 year bellow expected standard (around 8 years). September to January these children received targeted support with daily reading and classroom assistance. In January they began Fresh Start and were reassessed in February.</p> <p>94% of children improved with only 1 child regressing due to attendance issues.<br/>80% of children are now reading at or above age related expectation.<br/>73% made accelerated progress improving by at least 1 year in 5 months.<br/>52% made more than 1 year progress in this time</p> <p>Currently 81 children below 90% = 25.71% - 51 children excluding covid<br/>4 pupils have APSO involvement<br/>9.5% of PA figures linked to COVID self-isolation<br/>Attendance would be 94.19% without covid absences</p> <table><tr><th>All Pupils</th><th>Pupils</th><th></th><th>All</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>All Pupils</td><td>317</td><td>School</td><td>92.7%</td><td>91.9%</td><td>91.9%</td><td>93.9%</td><td>92.7%</td></tr><tr><td></td><td></td><td>FFT National</td><td>92.5%</td><td>92.8%</td><td>92.7%</td><td>92.5%</td><td>92.2%</td></tr><tr><td></td><td></td><td>Difference</td><td>+0.2%</td><td>-0.8%</td><td>-0.7%</td><td>+1.5%</td><td>+0.5%</td></tr></table> | All Pupils | Pupils                            |        | All    | Year 3 | Year 4 | Year 5 | Year 6 | All Pupils | 317 | School | 92.7% | 91.9% | 91.9% | 93.9% | 92.7% |  |  | FFT National | 92.5% | 92.8% | 92.7% | 92.5% | 92.2% |  |  | Difference | +0.2% | -0.8% | -0.7% | +1.5% | +0.5% | <p>Seeing success when groups are able to run without staffing implications</p> | <p>Review groups/children- avoid any overlap with Y5 1:1 tuition intervention</p> <p>Campus Attendance support role to be re-advertised</p> |
| All Pupils  | Pupils   |  | All        | Year 3                            | Year 4 | Year 5 | Year 6 |        |        |        |            |     |        |       |       |       |       |       |  |  |              |       |       |       |       |       |  |  |            |       |       |       |       |       |   |   |
| All Pupils  | 317  | School   | 92.7%      | 91.9%                             | 91.9%  | 93.9%  | 92.7%  |        |        |        |            |     |        |       |       |       |       |       |  |  |              |       |       |       |       |       |  |  |            |       |       |       |       |       |   |   |
|             |  | FFT National   | 92.5%      | 92.8%                             | 92.7%  | 92.5%  | 92.2%  |        |        |        |            |     |        |       |       |       |       |       |  |  |              |       |       |       |       |       |  |  |            |       |       |       |       |       |   |   |
|             |  | Difference   | +0.2%      | -0.8%                             | -0.7%  | +1.5%  | +0.5%  |        |        |        |            |     |        |       |       |       |       |       |  |  |              |       |       |       |       |       |  |  |            |       |       |       |       |       |   |   |