

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 St James CE (VC) Infant & Nursery
Number of pupils in school	190 (excluding Nursery) EYPP 12 (40%)
Proportion (%) of pupil premium eligible pupils	54% (102 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Michael Kent
Pupil premium lead	Kirsty McGrath
Governor / Trustee lead	Geoff Kernan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134423
Recovery premium funding allocation this academic year	£14500
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	£148923

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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	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than our whole school.
2	Our pupil premium children as a group are not making as rapid progress as non-pupil premium children in school.
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited.
5	Lack of early life experiences – access to play, language, books, positive relationships and boundaries...

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 (Inclusive of EYFS)	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 enrichment curriculum 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
Pupil Premium children will make good or better progress in reading – this will help vocabulary acquisition	PP children will develop a love of reading, engage in termly reading challenges and be regularly heard read in school (and at home)

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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: £112324

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 Programme effectively as a whole school approach.	“Phonics approaches have been consistently found to be effective in supporting younger readers” – (EEF) DFE – All schools to have a systematic, synthetic system in place for phonics.	2 & 5
Our school SENDCO and PP lead will work together to identify any support staff who would benefit from further CPD. (E.g. In speech & language or for EAL pupils).	Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see ETAs becoming more confident with monitoring and evaluating interventions which take place and identification of which strategies lead to good progress and how this is measured.	2 & 3
Improve the educational outcomes in Reading, Writing and Maths developing a ‘love of learning’ narrowing the gap to national through high-quality teaching and learning opportunities.	“The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils” – (EEF)	2, 4 & 5
Increased staffing levels – to reduce class size – average class size is below 22 X2 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: £70189

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. <i>NELI – will be implemented in Reception.</i>	From specific diagnostics that accurately identify gaps in knowledge/barriers to learning <i>“Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better”</i> – EEF	2, 4 & 5
Provide small group/1-1 support for those identified as causing a concern – including pre-teaching and same day live interventions	Nuffield Early Language Intervention – EEF toolkit shows you can expect +4 months’ progress, low cost and strong evidence base. EEF – Tool kit to identify key focus areas to close gaps and increase progress.	

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

Budgeted cost: £42716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify, deliver and evaluate appropriate support for children and families experiencing difficulties in attending school	Data shows that children with better attendance and punctuality make more consistent progress with their learning	1,2,3,4 & 5
Addressing behaviour and attendance through breakfast clubs, CPOMS, Behaviour system, learning mentor and MHST lead.	Children with better developed SEMH skills thrive and achieve well.	1,2,3,4 & 5
Parental engagement to support children's learning, health and development.	Children who are physically and emotionally resilient are more ready to learn	1,2,3,4 & 5

Total budgeted cost: £225229

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.

Summary of initiatives to support Pupil premium pupils 2020-21

Clear identification of pupil premium children with a very supportive and rigorous system of ensuring all pupils who are entitled to the funding and identified on entry to school.

Effective systems of identification of pupil premium children in teaching groups and clear ways of identify pupils with multiple vulnerabilities e.g pupil premium and persistent absentee

Attendance of pupil premium children clearly tracked and appropriate support given through school systems to improve this and support families. Clear case studies which indicate the story behind many of these pupils.

Quality first teach being used effectively and this can be clearly seen through the teaching of Read Write Inc and the interventions used to accelerate the progress of pupil premium children. The use of TA in same day intervention and group intervention is having clear impact.

The small teaching groups for targeted teaching having impact which can be clearly seen in the data outcomes for all year groups.

The impact of Thrive is a strength in breaking down the barriers to learning for this group of children. In the behaviour analysis carried out half termly it was evident that there had been huge improvement in pupil's readiness to learn (e.g. autumn one 2018 -166 incidents /autumn one 2020 -16 incidents). Individual programmes for certain PP children where behaviour is a barrier to learning and the early intervention for children in this group beginning to indicate behaviour as a barrier to success.

The triangulated system of data tracking, identification of vulnerable groups and the children within those, all linked to teacher's half termly supervision working very effectively.

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The enrichment/inspiration programme to support the curriculum is a strength however this has been impacted due to COVID.

Last available accredited data show that Pupil premium pupils making good progress and attaining well against all children and other vulnerable groups. In house data for the academic year 2020-21 suggests that our pupil premium pupils particularly pupil premium boys have been the most adversely effected group by COVID.

	Reading				Writing				Maths			
	ALL	PP	Boys	Girls	ALL	PP	Boys	Girls	ALL	PP	Boys	Girls
Year Two	67%	64%	64%	70%	57%	52%	38%	70%	59%	53%	44%	67%
Year One	57%	50%	48%	68%	55%	47%	48%	63%	58%	50%	51%	67%
Phonics	Year One				69%				Year Two (retake)			
EYFS DATA	CL				PD				PSED			
	ALL	PP	B	G	ALL	PP	B	G	ALL	PP	B	G
	74%	72%	69%	79%	85%	78%	82%	87%	68%	69%	55%	83%
	64%	56%	62%	66%	70%	68%	65%	75%	GLD = 64%			

Ongoing reflective review

	Actions & Activities	How? What impact measures can you report?	Lessons Learned	Next Steps
Autumn Term	Ensure all relevant staff including 'newly appointed staff' received the correct support and training to implement RWI in each year group	All class teachers have now received the correct training to implement RWI confidently. This is either been via after school training, 2-day training or via the online portal.	Time limitations – due to booking of training and priority list for RWI	2 – staff members to gain access to face-to-face training. We have been told at present this is full as they are prioritising that have just 'bought in'. But equally the online training via the portal is just as valuable. Support staff – to gain further training/knowledge building from our Reading Leaders in school. Short informative sessions to be scheduled.
	To ensure Pupil Premium children's progress is equal to or greater than that of non-Pupil Premium	During Pupil Progress meeting this specific group is a point of focus alongside other such as (SEN, EHCP, Summer Born, White British and EAL). Progress is tracked on internal tracking system and also separate tracker for PP pupils. In some classes in school PP pupils are identified as the 'highest performing group'.	Some PP pupils have many contributing barriers to learning, continue to analyse all of these and the emphasis need to be on progress and small steps	Where children are identified as not making 'sufficient' progress actions are formed and targets made for further support/intervention. Some PP pupils inclusive of SEND need, track on B Squared to identify smaller steps n progress.
	Ensure staff are sufficiently trained to deliver the NELI Intervention in Reception to develop early language.	Staff to access the NELI online training CPD Portal. 1 teacher, 1 ETA and Head of School (Lead) have now completed all relevant training. Screening has been carried out with all Reception pupils and target group identified (12 pupils).	Where possible, train up another ETA to deliver the intervention in staff absence. Training for the ETA is greater, therefore allocate enough time for this to	Launch NELI Interventions beginning of Spring Term with targeted pupils. Timetable to be created to ensure rigorous structure and implementation of the intervention.

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		Resources and planning readily available and prepared for launch of the NELI Intervention in Spring Term.	be completed bearing in mind the learning levels of staff.	
	Implement robust attendance procedures and use pastoral support and APSO to reduce PA and support vulnerable families with a holistic approach	<p>Head of School and Attendance officer have regular meetings, and attendance meetings across Campus ensuring consistency in our approach.</p> <p>Raising profile of attendance with new logo – attendance matters.</p> <p>APSO involvement at present – no impact observed</p> <p>Correspondence and communication is made with families and letters sent as follow up with tracking.</p>	Ensure regular meetings take place due to the change in numbers of families that fall below 90% attendance	<p>Due to the growing number of PA's, further involvement and communication between school attendance officer and APSO.</p> <p>Involvement from 'newly recruited' attendance support officer across Campus, to target families and support in getting children to school.</p> <p>Invite families that have already received 'Letter 2' into school for a meeting with Head of School and Attendance Officer, if no positive change.</p>
	Improvements in behaviour and targeted support for children and their families. Involvement with MHST lead for our school and NHS trailblazers project.	<p>In school support for pupils and communication with families via our MHST assigned worker with NHS and also Family Support Worker.</p> <p>Timely referrals made to support families and children with identified need.</p> <p>Currently we have 3 families/children receiving support.</p>	Chase up any meetings with MHST assigned officer for our school, to ensure this is moving forwards as quickly as possible for our families and children.	<p>Referrals and support for other families/children where there is identified need and further support required.</p> <p>School MHST lead to access additional training to support confidence in new role and responsibilities.</p>
Spring Term	<p>A more rigorous training and development plan has been established for staff in school. This has now provided an action plan to ensure ALL staff have directed/tailored training of the RWI resources available.</p> <p>4 staff have now got access to the portal, and 2 x remote learning days of CPD.</p>	Our RWI lead in school has created a plan of action with tailored support for staff to access training and modules for RWI. This includes deadlines to meet expectations and also an overview of actions.	Not to wait as long for face-to-face training with the provider. Access to the online tools and portal will still secure staff's knowledge base as confirmed by RWI.	<p>Implementation of the training plan during the Summer Term, review the effectiveness of this in up skilling staff and securing their RWI knowledge and application.</p> <p>4 x staff to complete 2 remote CPD SESSIONS DURING THE Summer 2 term led by Ruth Miskin.</p>
	School-Led Tutoring sessions during ALL afternoons have been in place since January 2022. These have consisted of a range of interventions, directed by the class teachers supporting the needs of our PP pupils (and in some cases other vulnerable pupils).	The School-Led Tutoring Interventions have been implemented by an ETA from the agency every afternoon. These have been very carefully scheduled to ensure children do not miss QFT in the classroom. Staff have identified children's needs and planned interventions to support progress and development. These have been tracked using a tracker in line with the whole school internal data tracking system.	Tracking of the interventions takes into account QFT and the internal data tracking system. Something more stand-alone may be better to track specific impact.	Forward thinking - if this was to continue for September 2022 for the new academic year, consider an intervention programme where a baseline can be taken and then impact of that specific intervention/s can be measured clearly.

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	Implement robust Attendance procedures and use pastoral support and APSO to reduce PA and support vulnerable families with a holistic approach.	Currently 28 children below 90% = 24.35%																																
		2 children have got APSO involvement.																																
		<table><tr><th colspan="6">Attendance breakdown</th></tr><tr><th>All Pupils</th><th>Pupils</th><th></th><th>All</th><th>Year 1</th><th>Year 2</th></tr><tr><td>All Pupils</td><td>116</td><td>School</td><td>93.0%</td><td>93.1%</td><td>92.8%</td></tr><tr><td></td><td></td><td>FFT National</td><td>93.8%</td><td>93.4%</td><td>93.9%</td></tr><tr><td></td><td></td><td>Difference</td><td>-0.8%</td><td>-0.3%</td><td>-1.1%</td></tr></table>			Attendance breakdown						All Pupils	Pupils		All	Year 1	Year 2	All Pupils	116	School	93.0%	93.1%	92.8%			FFT National	93.8%	93.4%	93.9%			Difference	-0.8%	-0.3%	-1.1%
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		Nest Steps: Campus Attendance support role to be re-advertised or increase APSO hours.																																
	Implementation of NELI is now underway and has been since early Spring 1. All children in Reception were screened using the online tool and 12 pupils were identified for the intervention.	<p>A very robust timetable is in place for the delivery of NELI for children in Reception. This takes into account both group/individual sessions.</p> <p>The Intervention takes place weekly and our ETA delivering the program has met with Head of School to discuss progress to date. Informal discussions have taken place and impact is evident with pupils in class learning and independence. Class teachers have commented seeing a difference in children's PSED and Communication Skills.</p>	Protect time as much as possible for implementation.	<p>We are still on track given the timescale to have completed the 20-week intervention by July 2022.</p> <p>At the end of the intervention 're screen' all children that have taken part to measure impact/progress.</p>																														
Summer Term	Staff to have received 'paid for' training to enable the implementation of RWI to be a priority.	<p>All permanent teachers in school have received training via RWI both using the online portal and 'in person' training. This has been either through attended training session, CPD or individual access.</p> <p>A timetable of training remains in place for all other staff including support staff, to ensure their confidence is developed when teaching phonics. This includes greater consideration that is taken for when new staff arrive at the school.</p>	Book training early and in advance for staff and cover accordingly in school due to 2 full day teaching commitment.	<p>Schedule of training arranged by our Literacy needs to remain in place and be kept updated. This needs regular review points to ensure staff needs are met.</p> <p>Book new staff members onto 2 day full training – HLTA appointment that will be teaching across KS1.</p>																														
	Improve educational outcomes in Reading, Writing and Maths.	<p>2021-22 data shows improvements and upward trends in some areas from previous years. (See data overview on website).</p> <p>Progress has been made from children's starting (baseline) and this is evident using the school internal tracking system (Target Tracker).</p> <p>Successful moderation has taken place 2021.22 confirming judgements are accurate.</p>	Plan, Assess, Do and Review approach half termly (EEF) to ensure as much as possible is been done to close gaps.	<p>Baseline Assessments to take place for KS1 for 2022.23 to provide measure after Summer holidays.</p> <p>Termly assessments to take place to track progress and attainment ensuring all children are on track. Pupil Progress meetings to be continued to support these and discussions around adapting QFT.</p> <p>Staff Performance Management Targets to align with school SDP/SEF on improving outcomes for all.</p>																														
	Targeted Intervention Work (NEL) to be implemented and monitored.	<p>Full delivery of the NELI program started in January 2021, working with 12 children in Reception. Both group and individual sessions were carried out on a weekly basis.</p> <p>See separate NELI report that's identifies difference in Language Screen Scores.</p>	Consistent implementation is not always possible, but consider when catch up sessions can take place without too much	Consideration taken for the possibility of implementing NELI again in 2022.23 but this will be fully dependent on staffing levels. Also consider, could other children access the materials in provision/as an interventions to support their language development in EYFS/KS1.																														

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			disruption to the rest of school.	
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