

This statement details our school's use of pupil premium (and recovery premium) 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	Date
School name	Netherhall St James CE (VC) Infant & Nursery
Number of pupils in school	168 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	45.8% (77 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	January 2025 April 2025 July 2025
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	118407
Recovery premium funding allocation this academic year	0
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	118407

## 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	Low reading and oracy skills

### 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)
Pupil Premium children will make good or better progress in Maths – this will develop language capability and support mathematical thinking for reasoning and problem solving.	PP children will develop a love of Maths, engage in lesson built on small steps that follows a coherent approach.

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: £71169

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further implementation of Voice 21 to enable teachers and school to provide high quality oracy education. Developing children' confidence, articulatory and capacity to learn.	“EEF an oracy framework that helps students develop their speaking and listening skills”.	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 (Including Phonics) 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
Staffing levels remain consistent to enable additional support to be facilitated. Average class size 26	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: £50953

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. Speech Stars will be implemented in the EYFS	From specific diagnostics that accurately identify gaps in knowledge/barriers to learning “Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better” – 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	EEF – Tool kit to identify key focus areas to close gaps and increase progress.	<input type="text"/>

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

Budgeted cost: £83517

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.	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: £205639

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 2023-24

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.

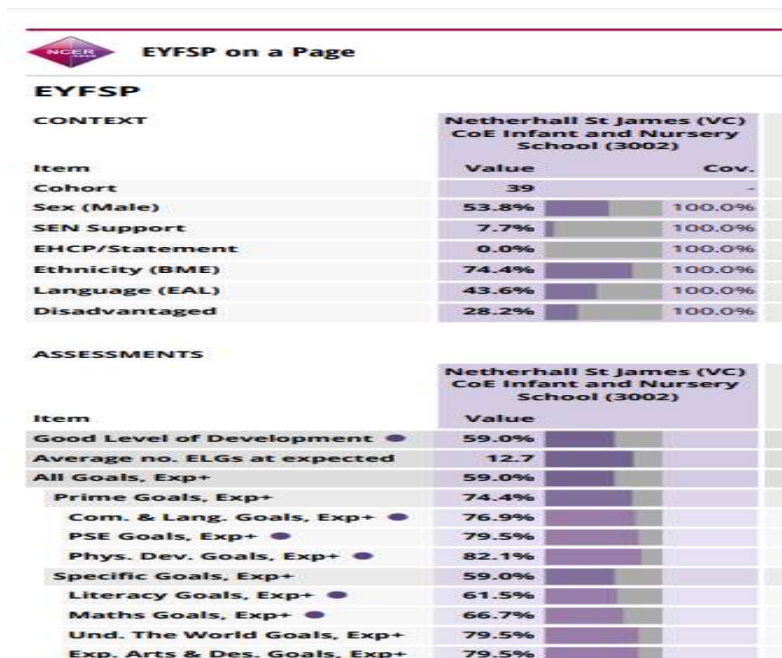
The small teaching groups for targeted teaching having impact which can be clearly seen in the data outcomes for all year groups.

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 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.

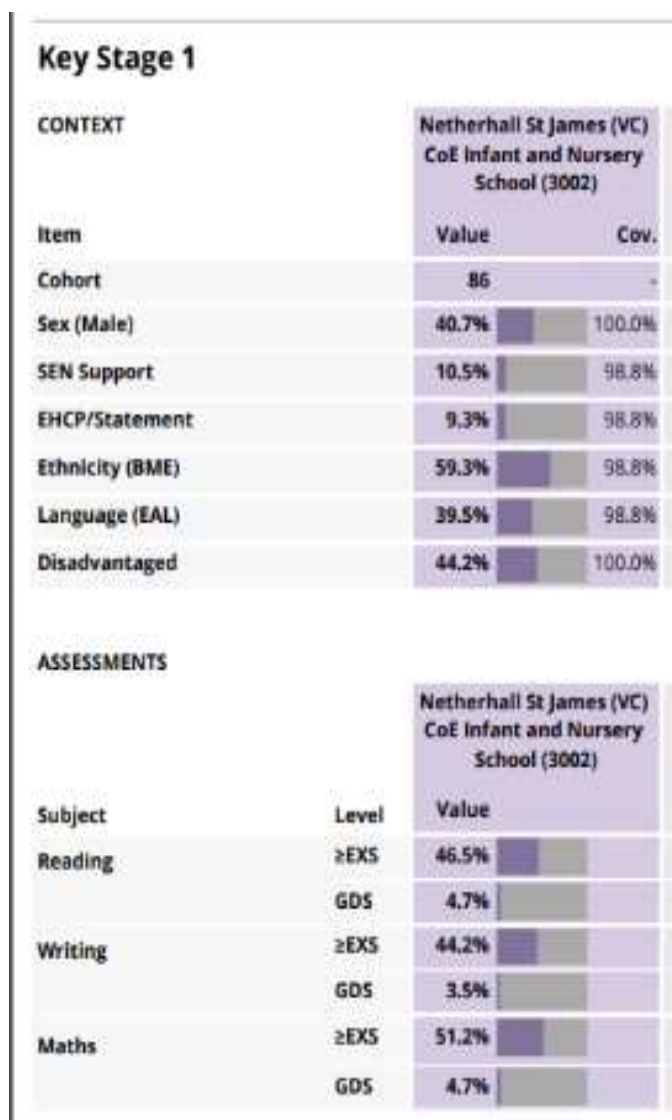
2023/24 – Outcomes Overview

EYFS:





**Key Stage 1:**



Ongoing reflective review

Actions & Activities	How? What impact measure can you report?	Lessons Learned	Next Steps