

Nettleton CPS Pupil premium strategy statement 22-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Nettleton Community Primary School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Andrew Smith, Executive Headteacher
Pupil premium lead	Andrew Smith, Executive Headteacher
Governor / Trustee lead	Marcus Hyde, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,085
Recovery premium funding allocation this academic year	£ 3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 931
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	£33,641

The spending of pupil premium funding was agreed by the North Wolds Federation Governing Body in the April 2022 Full GB meeting. The Pupil Premium Strategy will be ratified at the Full GB meeting on 16th Jan 2023

Part A: Pupil premium strategy plan

Statement of intent

At Nettleton Community Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our key values that align to this intent are commitment to achieve, independence, happiness and caring.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those who have additional needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will come from a data driven evidence base. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure we carefully identify all disadvantaged children, not just those eligible for the Pupil Premium.
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge																					
1	Assessments and teacher's expert knowledge of learners show that children on entry have lower CLL skills and vocabulary gaps.																					
2	Though there is no gap between disadvantaged and not over the last 2 years, in the Y1 PSC, however, disadvantaged children have required more support to make progress.																					
3	Disadvantaged children across the school are likely to be lower in reading than not disadvantaged. Years 1-6 Teacher Assessment Summer 2022 (JB/OT/GDS) Disadvantaged 68% Not Disadvantaged 85%																					
4	We know that our children who are disadvantaged and co-classified SEND are our most vulnerable group. This sub group make up 12% of our 2022/23 school cohort.																					
5	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This could be down to the engagement with the online learning. This data, from the 2nd school lockdown, shows lower levels of engagement for disadvantaged learners</p> <table border="1"> <thead> <tr> <th></th> <th>Not disadvantage</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>In school full time</td> <td>29%</td> <td>31%</td> </tr> <tr> <td>In school part time</td> <td>13%</td> <td>11%</td> </tr> <tr> <td>High level of engagement</td> <td>37%</td> <td>39%</td> </tr> <tr> <td>Medium level of engagement</td> <td>11%</td> <td>17%</td> </tr> <tr> <td>Low level of engagement</td> <td>4%</td> <td>11%</td> </tr> <tr> <td>Low to No levels of engagement</td> <td>5%</td> <td>17%</td> </tr> </tbody> </table> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>		Not disadvantage	Disadvantaged	In school full time	29%	31%	In school part time	13%	11%	High level of engagement	37%	39%	Medium level of engagement	11%	17%	Low level of engagement	4%	11%	Low to No levels of engagement	5%	17%
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The measurement (matched children) of pre COVID (Autumn 2 2019) to the last data drop (Summer 2 2022) for all children shows the gap is closing for disadvantaged and not disadvantaged but there is still a gap to pre COVID levels and a gap between those who are and are not disadvantaged.

Pupils (from 2021-2022) in Years 1–6

		2019-2020	2021-2022
		Autumn 2	Summer 2
		% of pupils Just below or higher	% of pupils Just below or higher
Reading	Main Assessment	83%	79%
Writing	Main Assessment	82%	76%
Maths	Main Assessment	86%	75%
GPS	Main Assessment	86%	77%
Handwriting	Main Assessment	51%	79%

-4%
-6%
-11%
-9%
+28%

Pupils (from 2019-2020) in Years 1–6, who are disadvantaged

		2019-2020	2021-2022
		Autumn 2	Summer 2
		% of pupils Just below or higher	% of pupils Just below or higher
Reading	Main Assessment	69%	68%
Writing	Main Assessment	69%	64%
Maths	Main Assessment	77%	68%
GPS	Main Assessment	69%	59%
Handwriting	Main Assessment	46%	77%

-1%
-5%
-11%
-10%
+31%

6

Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

As of September 2022 we have

- 3 Disadvantaged children accessing ELSA support
- 4 Disadvantaged children accessing parental support

7	<p>Our attendance data for 2021/22 shows that our disadvantaged children were more affected by COVID related absence than disadvantaged children nationally.</p> <ul style="list-style-type: none"> • Disadvantaged attendance NCPS 88% • Disadvantaged attendance National 90.5% <p>When COVID is removed from the figures, disadvantaged children were in line with FSM national</p> <ul style="list-style-type: none"> • Disadvantaged attendance NCPS 91.3% • Disadvantaged attendance national 91.5% <p>The gap between our disadvantaged and not disadvantaged is bigger than we would like and needs to be closed.</p> <table border="1" data-bbox="363 651 1401 851"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Not Disadvantaged</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>X CODES Present</td> <td>91.3</td> <td>96.2</td> <td>-4.9%</td> </tr> <tr> <td>X CODES Absent</td> <td>88.0</td> <td>94.2</td> <td>-6.2%</td> </tr> </tbody> </table>		Disadvantaged	Not Disadvantaged	Gap	X CODES Present	91.3	96.2	-4.9%	X CODES Absent	88.0	94.2	-6.2%
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8	<p>We have significant levels of inwardly mobile.</p> <p>Many of our inwardly mobile children are disadvantaged and or SEND.</p> <p>Of the 21 inwardly mobile children at NCPS in September 2022 who did not start in our Reception cohort:</p> <ul style="list-style-type: none"> • 23% or SEND • 31% are disadvantaged. <p>The more children we have with SEND and disadvantage the greater the challenge becomes.</p> <p>As of September 2022, we have:</p> <ul style="list-style-type: none"> • 26% of children who are disadvantaged • 24% SEND. 												
9	<p>Our research shows us that disadvantaged children are less likely to attend residential events or extra-curricular activities.</p> <p>London Sept 22 Residential uptake:</p> <ul style="list-style-type: none"> • Not disadvantaged 70% • Disadvantaged 33% <p>Term 1 2022/23 Clubs Uptake</p> <ul style="list-style-type: none"> • Not disadvantaged 50% attend at least one club • Disadvantaged 32% attend at least one club 												

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Attainment in phonics for disadvantaged children remains strong.	PSC scores for 22/23, 23/24 and 24/25 show no real gap between our disadvantaged and not disadvantaged children.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 22/23, 23/24 and 24/25 show that more the % of disadvantaged children who achieve the expected level is similar to that of National Other.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 22/23, 23/24 and 24/25 show that the % of disadvantaged children who achieve the expected level is similar to that of National Other.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Reduction in the need for Parental Support and ELSA
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% on 2021/22 Year End Figures. • the percentage of all pupils who are persistently absent being is at least in line with the National Average % and the figure among disadvantaged pupils is, like all children, at least in line with the national average.
To accelerate the progress of children co-classified as SEND and deprived.	Gap between SEND disadvantaged and not SEND closes from the Summer 22 levels in R,W and M.
To close the gap in teacher assessment attainment in core subjects	By 24/25 close the gaps as measured in Summer 2022 in R,W,M
Disadvantaged children access extra curricular activities and residential opportunity at the same level as their disadvantaged peers	By 2024/25 there is no real gap in the % of disadvantaged children who attend clubs or residential opportunities to their not disadvantaged peers.

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: **£18,404**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have targeted teaching assistant support for classes with high levels of disadvantaged children (£6,849)	The EEF suggest using TAs to <ul style="list-style-type: none"> Deliver high quality one-to one and small group support using structured interventions Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction 	1,2,3,4,5,8
To teach EYFS children separately to KS1 children in the mornings to improve teaching of phonics, early reading and CLL more generally. (£8,150)	It is notoriously difficult to teach the EYFS curriculum alongside KS1 as we have done in the past. The voice of our experienced EYFS and KS1 teachers tells us that this new strategy is having significant impact on the teaching and learning of the EYFS children and the Y1/2 children.	1, 2,3,4,5,8
To support understanding of mathematics concepts using concrete equipment (£1,000)	NRICH advocate the use of manipulatives is the teaching of maths. https://nrich.maths.org/10461	4,5,8
To purchase the material recommended by the LEAD English Hub to improve early reading in EYFS and Y1. (£2205)	The English hub use the latest research to guide schools to improve teaching and learning in reading. More information about this package can be found here https://leadequatetsa.co.uk/cpd-overview/	1,2,3.
CPD in Dyslexia (£200)	School has a number of children with suspected dyslexia or a diagnosis. Training has been recommended by our advice service (STT)	1,2,3,4,8

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

Budgeted cost: **£3,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tuition for around 25 children. 14 blocks of tuition to be taught totally around 210 hours in total. (£3150)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4,5,8
To run an “Easter School” for all Y6 children wishing to attend to ensure they are secondary ready. (£600)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4,5,8

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

Budgeted cost: **£10,168**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have access to a parent support advisor and an ELSA key worker to support emotional wellbeing and improve attendance via support and EBSAs. (£5,168)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): There is extensive evidence that show that good school; attendance correlates with better outcomes for pupils,	6,7
To have more access to a qualified SENCo to support send children especially those nine children who are considered deprived. (£3,000)	Our data shows us that our co-classified SEND and deprived children are by far our most vulnerable group in terms of outcomes.	4,8

<p>To purchase additional support from STT to expedite reports for disadvantaged children with SEND / suspected SEND.</p> <p>(£1,000)</p>	<p>Our data shows us that our co-classified SEND and deprived children are by far our most vulnerable group in terms of outcomes.</p> <p>Strategies suggested in the SSTT reports are invaluable to ensure those children make accelerated progress.</p>	<p>4,8</p>
<p>Support for disadvantaged children to attend clubs and residential opportunities. Deprived children to be prioritized for all activities and residential. Any deprived child not attending a residential event to be contacted to offer support to ensure they are able to go if they want to.</p> <p>(£1,000)</p>	<p>It is a moral imperative that deprived children have at least as much access to the aforementioned so as not to limit their exposure to cultural capital and further opportunities.</p>	<p>9</p>
<p>Contingency fund for acute issues.</p> <p>(£2,292)</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>N/A</p>

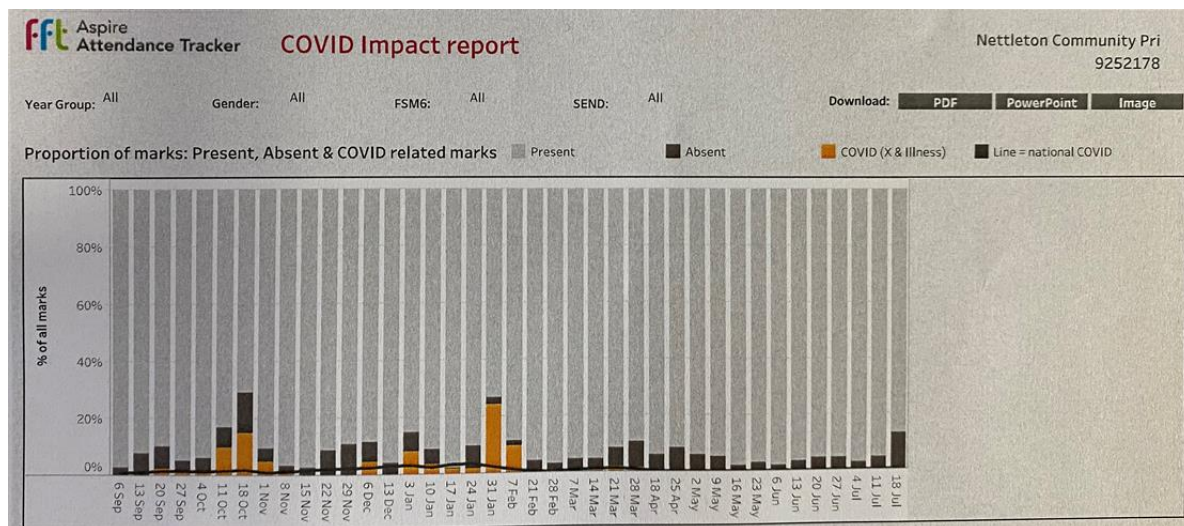
Total budgeted cost: £ 32,322

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 2021 to 2022 academic year.

The 2021/22 year was once again challenging due to the global pandemic. Attendance and persistent absence were higher than Pre Covid levels. The school was especially badly hit in October 21, and January into February 22. This affected pupil and staff attendance and return to bubbles for parts of the year meant that much of the evidence based interventions could not take place.



Our attendance of disadvantaged children was in line with disadvantaged children nationally when COPVID related illnesses were excluded: **Action rolling into next year (22/23) close the gap between our disadvantaged children and not.**

Our end of year Teacher Assessments show we are making good progress on closing the gap between outcomes (matched children) at the start of COVID (Last Data Drop Autumn 2 2019/20) and Summer 2 2022 however we are not being as successful in closing the gap to non DPP.

Pupils (from 2019-2020) in Years 1–6, who are disadvantaged

		2019-2020		2021-2022	
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Action rolling into next year: Increase the amount and frequency of evidence based interventions and school-based tuition to close the gap between disadvantaged and not.

Our assessments and observations showed that the vast majority of pupils returned to school happy and settled following two years of disruption but a few children needed additional support and some presented with extremely challenging behaviour that needed SEND, ELSA and PSA support. Our [zones of regulation work](#) was very successful for the vast majority of children. **Action rolling into next year. Ensure the children who still need support with regulation and behaviour for learning get it.**

Our strategy to support EYFS and improve CLL and outcomes overall by providing a teacher for this group proved successful. At the end of the 2021/22 academic year

- 10/11 children were expected in Listening, attention and understanding.
- 10/11 children were expected in writing.
- 10/11 children were expected in speaking
- Overall 8/11 children achieved GLD

Action rolling into next year. Continue with the specific EYFS teaching in EYFS for as long as we can afford it.

We purchased, resourced and trained staff on a validated phonics scheme (Little Wandle) and our additional interventions or those who needed them took place. Our 2022 PSC was very positive with 80% of children meeting the required standard. **Action rolling into next year. Complete the next phase of the work with the English hub to improve shared reading for EYFS and Y1 in the 22/23 academic year.**

Our tuition through our Easter School Provision was successful however due to cohort related issues this did not necessarily show in all of our bottom line data. This cannot be explained here due to the small class size and possibility of pupil identification. **Action rolling into next year. Repeat the Easter School Tuition and expand the school based tuition if funds allow.**

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds	Little Wandle / English Hub

Service pupil premium funding (optional)

Measure	Details

Due to the very small number of pupils eligible for SPP, it would not be appropriate to share this information here for fear of identification.