

Pupil premium strategy statement

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	Nettlestone Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	13.7%
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	21 st December 2021
Date this statement was updated	30 th November 2022
Date on which it will be reviewed	21 st December 2023
Statement authorised by	Kirsty Howarth
Pupil premium lead	Emma Kelly
Governor / Trustee lead	Mick Day

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022-2023)	£37,395
Recovery premium funding allocation this academic year (2022-2023)	£3915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41,310

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. The challenges are varied and there is no 'one size fits all'. When making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged and that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged. Pupil Premium funding will be allocated following pupil progress meetings which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

At Nettlestone Primary School our curriculum is built upon 5 key learning principles and children make it their 'mission possible' to demonstrate that they 'can' achieve. Our mantra is simple; we teach the right stuff, to the right children, at the right time in the right way....every day, with a focus on impact rather than input! Specialist staff are deployed carefully and the all classes adopt a policy of children 'keeping up' rather than 'catching up' ensuring that support is offered at a time when it will be most impactful. We ensure that all pupils have access to the appropriate layer of challenge.

We target the use of the Pupil Premium Grant to ensure that our disadvantaged children receive the highest quality education to enable them to become socially responsible and active learners of the future who achieve their ambitions and flourish in life. We use evidence based approaches (including EEF toolkit) to inform our decision making/actions, but ensure all strategies are bespoke to the unique needs of the children and their families.

Our ultimate objectives are:

- **I can make it happen** - To ensure all children have the knowledge, behaviour and skills to be the best they can be, evidenced by disadvantaged pupil making or exceeding nationally expected progress rates.
- **I can be resilient** - To ensure all children can engage in new experiences confidently and try their best.
- **I can make healthy choices** - To ensure all children understand that healthy choices keep us safe in the real world and the ever changing online world, evidenced by taking responsibility for their own health and well-being.
- **I can make a difference** - To ensure all children are able to see the impact of their decision on people and environment in their immediate community or equally on the other side of the planet.
- **I can live respectfully** - To ensure all children are open to engaging positively with other identities and cultures and feel confident to recognise and challenge

stereotypes. This is especially important as we live on a predominantly mono-cultural island.

Our ultimate aim for our disadvantaged pupils is to ensure that, through high quality inclusive teaching and memorable, meaningful experiences, they are supported to be safe, enjoy school and achieve well.

Achieving these objectives:

The range of provision available at Nettlestone Primary School include, but are not limited to:

- Ensuring all teaching is good or better, thus ensuring a high quality experience for all children.
- Provide all teachers with high quality CPD to ensure that children access high quality, inclusive teaching. Additional learning support per class to facilitate targeted intervention and support to quickly address identified gaps in learning, including small group work and one-to-one tuition.
- Provide appropriate social and emotional support to be able to access learning within the classroom and beyond.
- Support payment for new experiences, educational visits, residential. Ensuring children have first-hand opportunities to apply their learning in and beyond the classroom.
- Provide plentiful opportunities for physical activity through the provision of specialist P.E. teaching, financial support for after school clubs, free breakfast club, use of fully resourced PHSE programme.
- Valuing pupil voice, where disadvantaged pupil comment and opinion is used to influence outcomes and learning experiences.

Challenges

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

Challenge number	Detail of challenge
1	Relatively low levels of academic attainment for our disadvantaged pupils in English and Maths. This is not the case universally, but overall, the disadvantaged children achieve at a lower level than their peers. Fewer disadvantaged children achieve the combined measure across reading, writing and maths.
2	Access to language. Following the Covid 19 pandemic we have noticed that children in Key stage 1 have underdeveloped phonic and language skills.
3	Access to opportunities. Our disadvantaged children have comparatively low access to enrichment activities and resources compared to their peers. Many of our disadvantaged children come from low income/just

	about managing families who are not able to provide the access to opportunities our non-disadvantaged children access outside of school. We are committed to providing access to experiences, activities and opportunities which will support and develop children's learning, vocabulary, creativity and imagination as well as their knowledge and understanding. Our unique geographical location of living on an island provides limited exposure to cultural difference and diversity and we are particularly keen to support this aspect of learning.
4	Communication, self-regulation and emotional development are all areas of challenge for a large proportion of our disadvantaged children. Some of these areas can be addressed through whole school and class measures but some need individual approaches.
5	Time for staff to work 1:1 or small groups. Our school is popular and full. Classes span a wide attainment range from children working well below the age related expectation for the year group to a good proportion working at a higher standard. This means it is challenging for staff to connect individually with all pupils to provide individualised or small group feedback and instruction, despite our intent to; teach the right stuff, to the right children, at the right time in the right way....everyday!

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
Continuing to close the gap in attainment and progress between disadvantaged children and their peers. We will measure this through progress rather than attainment scores.	Disadvantaged children making better than expected progress in teacher assessment and standardised scores.
All children learn to read fluently so they can read to learn.	Achieve minimum national average in Year 1 phonic screen and end of Key stage assessments.
Access to a wide range of opportunities and experiences increases for our disadvantaged children.	All children will experience enhanced 'cultural capital'. Pupil voice reports impact of children participating in extracurricular activities and events outside school.

	2021-2022 all children played a musical instrument, sang as part of a choir and experienced a professional performance.
There is a greater staff level of knowledge and understanding of the needs of disadvantaged children as individuals.	Enhanced staff understanding of behaviours relating to attachment and trauma. Greater consistency in staff approaches when dealing with children in a heightened emotional state (flipped lid). Bespoke 'zones of regulation' used effectively across the school to enable children to identify emotions and effectively regulate responses.
Dedicated time for suitably trained staff to provide targeted support.	Pupil progress meetings identify children requiring additional intervention. Staff have been trained in a range of approaches including; Therapeutic story writing, drawing and talking, sand therapy, Makaton, Rapid reading, colourful semantics. Bespoke timetables have been created and dedicated work spaces created to facilitate time and space for staff to work.

Activity in this academic year 2022-2023

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: £4,243.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed approved systematic synthetic phonics programme.</p> <p>Actions: Whole school CPD in phonics. £500 Purchased 'Little wandle' phonics additional materials. £1,529</p>	<p>EEF (+5)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	<p>1&2</p>
<p>Introduction of programme to support the teaching of</p>	<p>Quality first teaching approach delivered to all children building on the skills of fluency, prosody and</p>	<p>1&2</p>

<p>reading in KS2 (Fred's teaching).</p> <p>Actions: Purchased programme. £108</p>	<p>comprehension whilst also teaching vocabulary. Also promoting skills of prediction, questioning, clarifying, summarising and activating prior knowledge.</p> <p>EEF</p>	
<p>Further embedding of Mastering number initiative from the NCTEM and the Solent Maths hub. A year long programme aimed at strengthening the understanding of number, and fluency with number facts, among children in the first 3 years in school.</p> <p>Actions: Purchased maths resources. £443.28</p>	<p>NCTEM</p> <p>Leading the programme is the NCETM's Director for Primary Mathematics, Debbie Morgan.</p> <p><i>'The rekenrek looks like a simple piece of equipment, but it can be very powerful. Used by skilful, trained teachers it can help children move away from counting in ones to start doing basic mental calculations. We call this 'number sense', and research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects.'</i></p>	1
<p>Attachment and trauma awareness CPD - an attachment aware school is one where the staff understand the neuroscience behind attachment and trauma that stops vulnerable children from accessing learning.</p> <p>Actions: Budget for trauma informed learning spaces and environments. £1,095.12</p>	<p>EEF (+4)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.⁴ For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour</p>	4

Reignite training for staff. £568	market success, and good overall health.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,321.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthening pupil progress meetings to better identify targeted intervention and support for the whole child.</p> <p>Actions: Team around the child time x 3 meetings annually. £2,500 School based targeted intervention academic/whole child. £11,601.97</p>	<p>EEF "Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to 7 11 Heads of House and Tutors monitor and support the attendance, engagement and readiness to learn of PP pupils, (£4,920) wider barriers to learning, such as attendance and behaviour."</p>	1,2,3,4 & 5
<p>School Led Tutoring</p> <p>Having analysed our cohorts we have identified that disadvantages pupils rarely achieve RWM combined. We have deployed familiar and trusted adults to provide 1-1 or small group tutoring provision 15 hours per pupil x28 to match their unique need.</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1&2

<p>Actions: 15 hours @ £270 per child x 21. £5670 (£2000 subsidy) £3,670</p>		
<p>Trained ELSA to support children accessing learning through behavioural issues linked to attachment and social, emotional resilience.</p> <p>Staff member £17,550</p>	<p>EEF (+4) Social and Emotional Learning - interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>4&5</p>
<p>Staffing structure TA support provided to each class to facilitate a flexible teaching model and enable teacher led intervention.</p> <p>Staff costs £10,000</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>5</p>

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

Budgeted cost: £31,259.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed zones of regulation bespoke to our school. The Zones is a systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially.</p> <p>Actions: SENCO time to facilitate wider role out. £1,560</p>	<p>EEF (+4)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.⁴ For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p>	<p>4&5</p>
<p>Ensure all children continue to have access to a wide range of opportunities and experiences (enhanced cultural capital).</p> <p>Actions: Disadvantaged children have access to 1 free after school club per half term. £1,560 Financial support for educational trips and visits, including residential. £1,000</p>	<p>EEF (+3)</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>Wider benefits such as positive attitudes to learning and well-being have consistently been reported.</p>	<p>3</p>

<p>Ensure all children have access to 2 hours a week minimum P.E. and plentiful opportunities for physical activity across the curriculum and in enrichment.</p> <p>Actions: Specialist P.E. teacher. £23,250 Access to sports competitions and events. £150</p>	<p>Public Health England</p> <p>The importance of physical activity Physical activity has been associated with a wide range of physical health, mental health and learning benefits in children and young people and is central to developing positive health outcomes from birth such as:</p> <ul style="list-style-type: none"> • increased health and fitness • increased muscle and bone strength • healthy weight maintenance • improved sleep • improved psychological and mental wellbeing (including positive self-esteem and lower levels of anxiety and stress) • enhanced confidence and social skills • enhanced co-ordination • improved concentration and learning 	<p>3,4 & 5</p>
<p>Ensure the voice of the disadvantaged child is valued.</p> <p>Actions: School forum with access to a school Gov. £81 All pupil samples contain range of disadvantaged children in its widest form. £81</p>	<p>Geoff Whitty and Emma Wisby</p> <p>"There is evidence that pupil voice can contribute to improving pupil behaviour and engagement in learning if not attainment".</p>	<p>5</p>
<p>Ensure disadvantaged children attend school every day.</p> <p>Service level agreement with education and inclusion team £2,947.50</p>	<p>Working together to improve school attendance May 2022 Gov.uk</p> <p>"Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families".</p>	<p>1,2,3,4 & 5</p>

Staff participation in regular attendance network meetings £630		
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Total budgeted cost: £80,824.87

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.

Intended outcome	Impact
Improved attainment in the core subjects.	<p>KS1 combined ARE 50% (65% National average) KS1 combined GDS 4% (11% National average) KS2 combined ARE 61% (59% National average) KS2 combined GDS 10% (7% National average)</p> <p><i>We recognise the Year 2 cohort had been most impacted by the Covid 19 pandemic and their progress and attainment remains a key feature of the school improvement plan going forward.</i></p>
All children learn to read fluently so they can read to learn.	All staff received and engaged positively with 'little wandle' phonics training. The impact of which has been monitored by senior staff with significant improvements seen in pace, content and delivery of phonics lessons.
All children will have the opportunity to sing in a choir, play a musical instrument, witness a professional production and perform on a stage.	All children played a musical instrument, sang as part of a choir and experienced a professional performance. The Covid 19 pandemic impacted our ability to put on a Nativity as originally planned but alternative singing around the Christmas tree events were hosted. All children experienced enhanced cultural capital.
Enhanced staff understanding of behaviours relating to attachment and trauma.	All staff have engaged with attachment and trauma training and are aware of the signs of attachment and trauma as well as methods to help children cope. Greater consistency observed in approaches used across the school.
All children can identify emotions and effectively regulate responses.	<p>Bespoke Zones of regulation materials have been created and disseminated across the school. Staff have used resources in an age appropriate way to support children in the identification of emotions and self-regulation.</p> <p><i>It is recognised there is more work to be done to create trauma informed learning spaces and improved consistency in approaches used between home and school.</i></p>

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
SCARF PHSE programme	Corram Life Education