

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school’s use of pupil premium (and recovery premium for the 2024-2025 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	Netherfield Infant School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	11.10.2024
Date on which it will be reviewed	11.10.2025
Statement authorised by	S Graham
Pupil premium lead	B. Butler
Governor / Trustee lead	Jo Rush Stacey Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,880 + £3635 EYPP
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	£49,515

Part A: Pupil premium strategy plan

Statement of intent

At Netherfield Infants School our ultimate objective for our pupil premium children is to close their educational gap first and foremost and help them to achieve their potential.

The school aims to build the resilience of the children through strategies that are taught and a relationships-based behaviour system. Our values are used as our reward system and that sees the development of resilience and qualities children will need as they grow.

We also strive to equal the playing field in terms of experiences and life chances. We want to broaden the horizon for our children and show them the possibilities the life could bring. We want to raise their aspirations and show them that life is not limited to the immediate area.

Our intent is to bridge the gap so that there is no difference from the disadvantaged children and the non- disadvantaged children.

We want to develop the communication skills of the pupil premium children and have a focus on oracy, supported by inhouse SALT.

The key principles are:

1. To close the educational gap
2. To broaden their life experiences and raise aspirations.
3. To improve the attendance of PP children and close the gap.

Challenges

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

Challenge number	Detail of challenge
1	Data shows there is a difference between the attainment of PP and All children in Reading, Writing and Maths
2	Emotional health, well-being and wider experience impacting on the children's readiness to learn.
3	Data continues to show that attendance of PP children and persistent absentee levels for PP children have an impact on attainment outcomes.

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 reading attainment among PP children.	KS1 reading outcomes in 2024/2025 show that PP children achieve in line with comparable groups.
Improved writing attainment among PP children.	KS1 writing outcomes in 2024/2025 show that PP children achieve in line with comparable groups.
Improved maths attainment among PP children.	KS1 maths outcomes in 2024/2025 show that PP children achieve in line with comparable groups.
To support pupil emotional health and wellbeing, raise pupil aspirations and wider experiences for all pupils in our school, particularly our PP children.	<p>Sustained high levels of wider experiences provided for all pupils particularly our PP children</p> <ul style="list-style-type: none"> evidenced in the curriculum, learning walks, book looks pupils' aspiration, through pupil voice
To achieve and sustain improved attendance for all pupils, particularly our PP children.	Sustained high attendance by 2024/25 demonstrated by absence rates for PP children being less than 5% and persistent absence no more than 16%

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: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching assessment and a broad and balanced knowledge based curriculum which responds to the needs of pupils	<p>Curriculum development linked to appraisal and Middle Leadership roles. Funding to support leader to conduct monitoring and evaluation, attend CPD networks/and visit other school to share good practice. EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Development of the Welbeck way which encapsulates a bespoke T and L toolkit of cognitive approaches to learning, evidenced in QFT and quality assured through monitoring and evaluation schedule. Funding for conducting monitoring and evaluation, attend CPD and visit other school to share good practice</p> <p>Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge 1</p> <p>Challenge 1</p>
Professional development to support implementation of approaches	<p>To develop QFT and graduated response for DP SEND. Funding to facilitate SENCo release time working with SIO, other schools with good practice and within schools supporting staff</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge 1</p>
Mentoring and coaching for teachers	<p>Peer on peer mentoring and coaching of staff. Funding to facilitate time for joint monitoring and evaluation and peer triads, attend CPD and network with other</p>	<p>Challenge 1</p>

	<p>schools. <u>NIOT mentoring and coaching - Key Takeaways.pdf</u></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention to support language development, Literacy and Numeracy</p>	<p>Phonics, reading and Maths interventions, funding to support TA CPD and purchase of resources. Tutoring Guide 2022 V1.2.pdf d2tic4wvo1iusb.cloudfront.net</p> <p>Purchase validated scheme, phonic lead access CPD and cascade to staff</p>	<p>Challenge 1</p>
<p>Targeted interventions and resources to meet the needs of disadvantaged pupils with SEND</p>	<p>Investment in White Rose Maths intervention webinar CPD and resources. Education Endowment Foundation EEF</p> <p>SALT inhouse provider to support pupils language development, working alongside school and home. Making Best Use of Teaching Assistants EEF educationendowmentfoundation.org.uk</p>	<p>Challenge 1</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils social, emotional and behavioral needs	<p>Nurture TA employed to support individual pupils. Small class size in identified year group to support wellbeing of pupils.</p> <p>TA ELSA and Solihull CPD</p> <p>School counselling service supporting individual pupils.</p> <p>Forest schools onsite facilitator</p> <p>Whole school CPD with behaviour support team to revisit school behaviour policy.</p> <p>CPD attention autism, intensive interaction and PDA.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	Challenge 2
Supporting attendance	<p>Mental health lead to attend training, and carry out regular wellbeing meetings and reviews with staff and pupils.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	Challenge 2,3
Breakfast club	<p>Attendance coordinator to meet with staff parent and pupils, attendance network, access CPD and good practice, make home visits, communicate with parents.</p> <p>Supporting attendance EEF (educationendowmentfoundation.org.uk)</p>	Challenge 2,3
Extracurricular activities	<p>Breakfast club fees, funding for staff, food and utilities.</p> <p>Free school breakfast provision EEF (educationendowmentfoundation.org.uk)</p> <p>After school Sports provider funded, in school sports tournament, funding for transport and kit.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	Challenge 2,3

Total budgeted cost: £52,640

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.

Intended outcome: Attendance to achieve and sustain improved attendance for all pupils particularly PP children

Data shows that attendance for all pupils particularly PP continues to be an area for improvement, predominantly under 5 s, therefore will be continued to 24 25 plans.

	23-24				
School FSM PA	School FSM PA 48.9%	Notts FSM PA 34%	All school PA 34.8%	All Notts PA 18.4 %	All children Nat PA 19.3%
	Without under 5's 45.2%		Without under 5's 27%		

An attendance lead has been appointed, attendance policy and practice has been reviewed alongside a strategic whole school approach to monitoring and improving attendance, alongside strategic support from EIO.

Intended outcome: Improved reading attainment among PP children

Expenditure

Books have been purchased in excess of the planned expenditure to support the lowest 20%. Phonically decodable books that support the school's scheme have also been purchased. School PP 50% continue to be outperformed by local DP 66.9%, county 66.4% and Nation 68.4%, therefore Phonics lead to explore validated schemes to support phonics.

Reading for pleasure stock in the library and updating the banded books stocks.

All TAs trained in post and pre teach and implemented across the whole school.

Release time has been provided for the Reading lead to receive support by EIO, a whole school approach has been rolled out and embedded, coaching has been delivered. Monitoring, book looks and learning walks have been carried out which evidence teaching to be good.

Impact of expenditure

End of Key Stage data

	2023 Sch All	2023 Sch all GD	2023 Sch PP	2023 Sch PP GD	Sch All	Sch all GD	Sch PP	Sch PP GD
R	55.9%	11.8%	44.4%	11.1%	56.5%	13%	46.2%	15.4%
RWM	52.9%	0%	44.4%,	0%	43.5%	0%	38.5%	0%

Data shows that limited progress has been made towards intended outcomes. However, this focus will be moved into next year's plan as combined outcomes for DP have declined exit 23 to exit 24, and outcomes in reading for DP pupils continue to be outperformed by all pupils.

DP pupils access additional reading during breakfast club, Pupil voice indicates that these children find this is an opportunity to read in a quiet space with time with an adult.

Pupils were able to experience reading from a local author who read his texts and held a book sale.

School book club was successful and provided opportunities for pupils to access a wider range or rich texts.

Intended outcome: Improved writing attainment among PP children

Expenditure

Whole school writing approach has been rolled out across school, writing coordinator appointed and monitoring carried out, learning walks evidence teaching of writing to be broadly good.

Impact of expenditure

	2023 Sch All	2023 Sch all GD	2023 Sch PP	2023 Sch PP GD	Sch All	Sch all GD	Sch PP	Sch PP GD
W	52.9%	0%	44.4%	0%	47.8%	0%	41.7%	0%
RWM	52.9%	0%	44.4%,	0%	43.5%	0%	41.7%	0%

Data shows a decline in progress towards intended outcomes. There continues to be a gap between PP and all pupils in school. 3/12 DP are PA and 2/12 DP are SEN. This will continue to be a focus. Due to mobility the class has smaller number and will benefit from focused QFT and TA interventions.

Intended outcome: Improved Maths attainment among PP children

Expenditure

All TAs trained in post and pre teach and implemented across the whole school where possible.

Impact of expenditure

	2023 Sch All	2023 Sch all GD	2023 Sch PP	2023 Sch PP GD	Sch All	Sch all GD	Sch PP	Sch PP GD
M	64.8%	11.8%	55.6%	11.1%	60.9%	13%	61.5%	7.7%
RWM	52.9%	0%	44.4%,	0%	43.5%	0%	41.7%	0%

Data shows that some progress has been made towards intended outcomes. DP at ARE outperform NDP, though there has been a decline in DP GD outcomes.

Intended outcomes: To raise pupil aspirations, educational support at home and wider experiences for all pupils in our school particularly PP children

Some progress has been made in meeting this intended outcome.

Breakfast club provided for FSM children; food parcels sent out to families. Uniform and jumpers provided for identified families. Science tots is accessed in Reception. A local author worked with pupils.

Pupil voice indicates that children enjoy breakfast club and the variety of foods that are on offer.

Externally provided programs

Please include the names of any non-DfE programs that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Program	Provider
Zones of regulation training	SAP
Solihull	SAP
ELSA	EPS
SMHL	Nottsalone

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.