

Pupil premium strategy statement

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 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	Netherfield Infant School
Number of pupils in school	28 out of 79
Proportion (%) of pupil premium eligible pupils	35.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	5.11.2021
Date on which it will be reviewed	5.11.2024
Statement authorised by	S Graham
Pupil premium lead	S Graham
Governor / Trustee lead	Jo Rush Stacey Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,780 £2,835 EYPP
Recovery premium funding allocation this academic year	£4,606
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£46,221

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At The Welbeck Federation 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 Federation aims to build the resilience of the children through strategies that are taught and a relationships-based behaviour system in school which encourages 'time in.' 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 such as Mansfield town or Nottingham. We take them to The University of Nottingham to show them what could be a path for them.

Our families struggle with basic needs, organisation of their children, support with their homework or home learning. Our intent is to bridge the gap so that there is no difference from the pupil premium children and the non- pupil premium children. We will provide equipment, feed them, subsidise or fund educational experiences.

We want to develop the communication skills of the pupil premium children we do that through using pupil voice, school council, focusing on handwriting and written outcomes with interventions, reading and writing read out loud, reading out loud to model to the children and the development of vocabulary to aid with increased articulation and oracy.

The key principles are:

1. To close the educational gap and to ensure they can speak/communicate and listen well
2. To broaden their life experiences
3. To raise aspirations

4. To increase resilience and foster a 'never give up' attitude

Challenges

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

Challenge number	Detail of challenge
1	Lack of access to books, early reading skills and early speech patterns
2	Lack of access to technology or
3	Limited educational support at home lack of aspiration and lack of early speech and vocabulary acquisition
4	Limited experiences, trips out, holidays, visits to places etc.

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
Educational gaps will be closed or reducing for all children regardless of background	Data analysis will show that the gaps between groups has closed and that all children are achieving their potential
Equality of life chances will be addressed through the devolved technology and supplementation of experiences	Children will be able to do homework. home learning, can use technology independently, can use the programmes school buys to support them at home.
To raise aspirations and to work with parents to understand what their children can do and how they can support them at home. Children will be able to quickly acquire language and close the word gap. To prioritise education and make sure they attend every day.	Children can articulate what they may be. They are resilient and know what they life chances are and that they aren't limited by their home situations. Parents can support their children and understand how they can help with their education. Speech and language is quickly intervened with and children acquire vocabulary to assist them to access the curriculum
To bring the world into the school so that the children experience life, aspirations, possibilities and aren't limited in their achievements by where they live.	Children can draw upon experiences, vocabulary, and links between learning. They will have ideas; they will understand their place in the world. They

	will know what the area they live in beyond Warsop is like.
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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: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lack of access to books- Invest in a wide variety of books for reading for pleasure</p> <p>Purchasing an accredited phonics scheme.</p> <p>Books will also be purchased that appeal to boys, reluctant readers and children with special needs.</p> <p>Teaching resources to support comprehension and topic teaching and to allow for further reading from areas of interests.</p>	<p>EEF Reading children are more academically able</p> <p>'Open university' reading for pleasure projects- Children that read do better academically, have a wider variety of vocabulary and metacognitive abilities.</p> <p>EEF phonics (+5)</p>	1- £10000
<p>Families in need will have access to technology/internet/support.</p> <p>Children will be able to use technology to support their learning in the wider sense. It will be developed as a teaching and learning</p>	<p>EEF use of technology- aids feedback to children (+6)</p> <p>EEF parental engagement (+4)</p> <p>Oral language interventions EEF (+6)</p>	2 £5,000

<p>tool integrated into the curriculum</p> <p>Speech and language therapist will have trained up staff, will provide high quality resources to be used and will develop 1:1 programmes for children. If necessary will make onward referrals and work with parents.</p>		£6000
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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>Increased staffing throughout the year to support with closing the educational gap in reading, writing and maths</p> <p>1 grade 3 TA – phonics interventions and catch up/post and pre teach</p> <p>6x 1:3 tuition 15 weeks 2 cycles</p>	<p>EEF class size data and TA interventions</p> <p>Post and pre teach research by the EEF</p> <p>1:1 tuition</p> <p>Small group pre and post teach</p> <p>Metacognition and self regulation (+7)</p>	<p>4</p> <p>£19,000</p> <p>£2,640</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supplement breakfast club</p> <p>Make sure they have uniform</p> <p>Make sure they have water</p>	<p>Maslow's hierarchy of need</p> <p>Arts participation EEF (+3)</p> <p>Physical EEF (+1)</p>	4 £10,000

Supplement the cost of experiences Supplement or fully fund any equipment the children might need Pay for transportation to enable experiences to happen Pay for attendance rewards and behaviour rewards		
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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.

Books have been purchased in excess of the planned expenditure to support:

Lowest 20%

Phonically decodable books that support the school's scheme. School was broadly inline with the national number

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

Books for prizes for reading mileage have encouraged a high number of children reading at home

10 ipads have been purchased and being use to support learning some of the deregulated children are engaging well with these

Connect the classroom have given us £21,000 to improve the infrastructure and server.

Impact of which is now file sharing can be done, children can be tracked CPD can be tracked more easily and safeguarding of the vulnerable children is much improved

Outside wifi has meant learning outdoors can happen which our PP children thrive in

Wider use of technology and technological packages eg. Sats companion, TT rockstars has meant that children can use it at home and school, there is continuity and home learning is supported by school. This has meant there is no difference between the PP and non PP children

1 TA has been intervening with phonics daily and also listening to every day readers. Children are making good progress across the phases

All TAs trained in post and pre teach and implemented across the whole school. Gaps are being filled, children reporting that they know more and understand more.

CPD -zones of regulation as post covid catch up.

Exclusions have reduced, children are self -regulating more and unregulated children are rare. Staff's knowledge and understanding is better about behaviours displayed by children and can intervene early.

1 tutor was employed to tutor pupil premium groups in maths and English. Children have caught up to pre-covid trajectory.

Breakfast club provided for FSM children, food parcels sent out to families. Uniform and jumpers provided for certain families, jumper sale at the start of the year reduced cost.

Transport paid for and not added to cost of trip to enable all children to go but then half price discount for the trip/residential.

Rewards bought to support reading programme, attendance awards and prizes for achievement across the school. PP children are gaining awards as much as the non PP counterparts.

All children that don't read at home are listened to at school, so they don't miss out on the chance to get the reward. This has had the impact that the children are not missing out

Family support worker has worked with individual families that need extra financial help

Funding has paid for coaches for educational and sporting trips and subsidising the overall cost.

Breakfast club is growing and more of our PP children are attending and arriving ready to work. The knock on effect is that we are having to provide less children breakfast in learning time

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
Zones of regulation training	SAP
AET	Autism education trust
Lego therapy	SAP
Calmer lunchtime	SAP

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.