

Pupil premium strategy statement

School overview

Metric	Data
School name	Netherthorpe Primary School
Pupils in school	249 (41 including nursery) Dec 2020
Proportion of disadvantaged pupils	105
Pupil premium allocation this academic year	£146, 225
Academic year or years covered by statement	2020-2021
Publish date	Autumn 2020
Review date	July 2021
Statement authorised by	Elizabeth Grey
Pupil premium lead	Marie Elliott
Governor lead	Cath Rangeley

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A No testing due to COVID-19
Writing	N/A No testing due to COVID-19
Maths	N/A No testing due to COVID-19

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	N/A No testing due to COVID-19
Achieving high standard at KS2	N/A No testing due to COVID-19
Measure	Activity
Priority 1 :	To strengthen the social, emotional and mental well-being of the children which may have been exacerbated by significant amounts of time spent out of school due to national lockdown.
Priority 2:	To raise attainment in the core subjects, closing gaps that have potentially widened due to significant amounts of time spent out of school due to national lockdown.

<p>Barriers to learning these priorities address</p>	<p>The majority of children have spent a considerable amount of time out of school due to covid 19 and their social, emotional, or mental well-being may have been impacted by the pandemic. The nature and extent of impact depends on many vulnerability factors such as their developmental age, current educational status, having special needs, pre-existing mental health conditions, being economic status and child/ parent being quarantined due to infection or fear of infection.</p> <p>School underwent a rapid transition to online learning, the remote offer incorporated 'active' forms of teaching and learning, however pupil engagement differed in and across cohorts. This may have further widened attainment gaps.</p>
<p>Projected spending</p>	<p>£60, 000</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	July 2021
Phonics	Achieve national average expected standard for all Y1 pupils	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Key staff to complete 'Zones of Regulation' training. Target Key children needing 1:1 support to develop emotional regulation. Teach strategies using 'Zones of Regulation' approach in EYFS, KS1 and KS2.
Priority 2	Employ four additional teaching assistants across school to add value to the work of the teacher, closing potential gaps that have potentially widened due to significant amounts of time spent out of school. Employ 2 additional TAs in EYFS, one in Y2 and one in Year 3. In EYFS the TA will be: <ul style="list-style-type: none"> - Support the Reception Teacher with activities enabling the children to access all areas of the curriculum. - Promote learning experiences through play-based activities.

	<ul style="list-style-type: none"> - Support the complex needs of the cohort, specifically in PSED and S&L. <p>In Year 2 and Year 3, TA's will be :</p> <ul style="list-style-type: none"> - Classroom based in the morning to support learning and improve attainment. - Adding value to the work of the teacher, the needs of all children are addressed, first and foremost, through high quality classroom teaching. - Helping children to develop independent learning skills and manage their own learning. - In the afternoons, delivering high quality one-to-one and small group support using structured interventions. - Ensure explicit connections are made between learning from everyday classroom teaching structured interventions.
Barriers to learning these priorities address	<p>There may be impacts on children's mental health and wellbeing due to lockdown/covid 19.</p> <p>Attainment gaps may have widened.</p>
Projected spending	£76, 000

Wider strategies for current academic year

Measure	Activity
Priority 1	Complete 'trauma informed school' training and implement whole school strategies to support children upon their return to school.
Priority 2	Complete "Zones of Regulation" training and implement across school - wave 1 provision to support emotional regulation.
Priority 3	Buy in extra sessions with the educational psychologist to provide support and advice across school.
Barriers to learning these priorities address	There may be impacts on children's mental health and wellbeing due to covid 19.
Projected spending	£10, 225

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>The majority of children have spent a considerable amount of time out of school and their social, emotional, or mental well-being may have been impacted by the pandemic. This will inevitably affect learning behaviour.</p> <p>Attainment Gaps will also have increased due to the time spent away from school and varied engagement in remote learning.</p>	<p>Ensure that staff are given clear guidance and time to make accurate assessments to ascertain starting points to plan for next steps. Teaching and learning is adapted where necessary due to missed learning caused by lockdown (prioritise key concepts, adapt teaching time, etc)</p>
Targeted support	<p>Ensure that ALL children needing social and emotional and/or academic support, receive it.</p>	<p>Support is identified rapidly, interventions are then monitored and reviewed frequently to measure progress.</p>
Wider strategies	<p>Ensure adequate time is given for staff professional development</p>	<p>Use twilights for CPD and lesson observations to evaluate the impact of the initiative.</p>

Review: last year's aims and outcomes

Aim	Outcome (Due to covid 19, only one complete term was undertaken as a whole school)
<p>Improve outcomes for reading across school focusing on language, vocabulary and breadth of reading, increase of books.</p>	<p>Training and support for Reciprocal reading took place for all KS2 staff. Classroom practice encouraged children to think about their own thought process during reading. Children were more actively involved and monitored their comprehension as they read. Children asked more questions during reading and the text appeared to become more comprehensible.</p> <p>Word Aware training took place and a more active development of vocabulary was evident in classrooms.</p>

	Additional phonically decodable books were purchased for EYFS, KS1 and more children took books home to read more frequently.
Improve outcomes in Mathematics at the end of KS2 focusing on further development of mastery approach: fluency, reasoning and problem solving.	All staff participated in maths mastery subject knowledge training and evidence of good practice was observed in lessons in the Autumn term.
Accelerate attainment and progress for pupils in Y1 (very low starting point and school readiness, along with high levels of additional need).	As the children missed a significant amount of school due to covid 19 lockdown, additional TAs have been employed this year to help accelerate attainment and progress of the now Y2 children.