

Pupil premium strategy statement

School overview

Metric	Data
School name	Netherthorpe Primary School
Pupils in school	256 (including Nursery) at time of October census 2019
Proportion of disadvantaged pupils	C43%
Pupil premium allocation this academic year	£125,000
Academic year or years covered by statement	2019-20120
Publish date	November 2019
Review date	November 2020
Statement authorised by	Elizabeth Gray
Pupil premium lead	Marie Elliott (Elizabeth Gray covering)
Governor lead	Kathryn Rangeley

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.02
Writing	4.38
Maths	-0.37

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard (Reading, Writing and Maths) at KS2	54%
Achieving high standard (Reading, Writing and Maths) at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improve outcomes for Reading across school: focusing on language, vocabulary and breadth of reading, increase of books.

Priority 2	Improve outcomes in Mathematics at the end of KS2: focusing on further development of mastery approach: fluency, reasoning and problem solving.
Priority 3	Accelerate outcomes and progress for pupils in Y1: very low starting point and school readiness, along with high levels of additional need.
Barriers to learning these priorities address	Increased vocabulary and access to wide range of reading materials; increased engagement and readiness for learning
Projected spending	£60,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) for children who have been in school throughout primary years and as close as possible for children joining in later years.	Sept 20
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) for children who have been in school throughout primary years and as close as possible for children joining in later years.	Sept 20
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0) for children who have been in school throughout primary years and as close as possible for children joining in later years.	Sept 20
Phonics	Achieve national average expected standard in PSC for children who have been in school since Nursery. (Achieve national average at end of Y2 for those children joining during KS1.)	June 20 (June 21)
Other	Improve additional experiences for children beyond the basic curriculum to improve 'cultural capital'.	Sept 20

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
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Priority 1	<ul style="list-style-type: none"> - Provide training and support for Reciprocal Reading for KS2 staff. - Provide Word Aware training for all staff to ensure active development of vocabulary across school. - Purchase additional phonically decodable books for EYFS, KS1 and children joining school during KS2. - Purchase additional sets of class reading books for KS2 to encourage enjoyment and development of depth of reading. - Enable small group support for pupils in preparation of KS2 tests and move to secondary school.
Priority 2	<ul style="list-style-type: none"> - Enable all staff to participate in maths mastery subject knowledge training (remainder of staff who did not take part during last academic year). - Enable small group maths support for pupils in preparation for KS2 tests and move to secondary school.
Priority 3	<ul style="list-style-type: none"> - Provide pinpoint teaching for children working below AREs. - Provide 1:1 or small group support for identified pupils to help accelerate progress. - Increase the amount of child to adult interactions, focusing on identified aspects of the curriculum, as identified from pupil progress meetings and/or termly SEND review meetings.
Barriers to learning these priorities address	Supporting development of vocabulary, readiness for KS1 and also preparation for secondary school
Projected spending	£25,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Building 'cultural capital' across school: broadening experiences: subsidising a range of trips and visits linked to topics studied across school; providing additional opportunities outside usual experiences of children, e.g. trips to theatre, concerts, after school clubs.
Priority 2	Building resilience and readiness for learning: Nurture group/1:1 for LAC and other identified children; Mighty Minds small groups support for identified children

Priority 3	Continue to monitor and challenge attendance of children falling/in danger of falling under 95%
Barriers to learning these priorities address	Building resilience and supporting development of positive mental health; supporting development of readiness for learning; increasing 'cultural capital' experiences.
Projected spending	£40,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing support for staff, as required; facilitating subject leader to have support and release time while working in a one form entry school with multiple maternity leaves.	Use of INSET days and additional cover being provided by senior leaders, as necessary
Targeted support	Developing language to access end of KS2 tests.	DHT/maths leader and P/T teacher focusing on language – 2 afternoons each week working with small groups
Wider strategies	Engaging the families facing most challenges.	Learning Mentor, MAST and other agencies working together to provide support for parents and carers

Review: last year's aims and outcomes

School is now using the updated Pupil Premium template and so the aims from last year have been very heavily condensed into three main categories.

Aim	Outcome
Progress in Reading, Writing and Maths at the end of KS2	Results in Writing were well above national; <u>Reading continues to be an area for focus</u> and improvement with results below national – English language deficit is the main area for focus; Maths results were lower than the previous year, although not very far from national, with continued development of a mastery approach and focus on reasoning required.
Attendance	Results are lower than national, mainly due to families taking unauthorised leave and leaving before the end of the academic year or returning after the

	<p>beginning of the year. School monitors attendance closely and meets regularly with parents but, due to lower than national results, attendance remains an area for focus.</p>
<p>Provision</p>	<p>Mobility continues to be very high and so assessment on entry, tracking progress and regular discussions about each child's quality first teaching and subsequent identification of additional needs continues to be fundamental. My plans are in place, along with gathering evidence and applications for EHC plans, as appropriate. Speech and language interventions during EYFS, and beyond are monitored and amended, based on need throughout the year. Evidence from observations, PPMs and SEND external monitoring show that provision across school continues to be very good.</p>