

The Nethersole CE Academy - Pupil premium strategy statement 2022-23



This statement details our school's use of pupil premium 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	The Nethersole CE Academy
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	21% (National 27%, Warwickshire 17%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (22-26)
Date this statement was published	October 2022
Date on which it will be reviewed	Half-termly reviews Annual impact review
Statement authorised by	EGB
Pupil premium lead	Tricia Bunn
Governor / Trustee lead	Christopher Mansell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,480
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	£66,480
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Part A: Pupil premium strategy plan

Statement of intent

At the heart of our trust's mission is to enable all children to 'experience life in all its fullness' (John 10:10). For us at Nethersole, we equip our children with the knowledge and skills needed to 'Let your light shine' (Matthew 5:16).

We recognise that for some members of our society the pathway to letting their light shine and experiencing life in all its fullness is harder. Ambition Institute found that the progress gap between persistently disadvantaged students and the non-disadvantaged national average has grown from 11.8 months in 2010 to 20.1 months in 2015 – a drop of 8.3 months. This has been exacerbated at a national level due to the impact of the global pandemic.

Our current Ofsted judgement (Inadequate' – Nov 2021) only emphasises the need for us to act swiftly to improve outcomes for all of our children.

Challenges

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

Challenge number	Detail of challenge
1	An increasing proportion of children entering our foundation stage are below age expectations and need to make accelerated progress throughout school to meet KS2 age related expectations.
2	Raising attainment to ensure that the proportion of children meeting age expectation and working at the greater depth standard is at least in line with non-pp national averages and continues to rise annually
3	Phonics outcomes for all pupils are historically low for all children, and particularly for those who are disadvantaged.
4	Developing a culture of good school attendance and raising overall attendance rate to national averages.
5	We have an increasing number of pupils who have Adverse Childhood Experiences (ACES). As a result, many of our pupils have heightened social, emotional, and behavioural needs.

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
<p>Attainment is raised to ensure that a greater proportion of pupils meet age expectations and greater depth as needed</p>	<p>By the end of EYFS, KS1 and KS2 the proportion of pupils achieving end of year age expectation and greater depth standards will consistently be at least in line with national averages. There will be year on year improvement of raised attainment of pupils in all year groups</p>
<p>The school has sustainable program for developing teaching and learning resulting in a consistently high quality of learning in all year groups.</p>	<p>The school has robust, proven programmes for developing the quality of teaching. The school has at least 4 teachers who are able to coach others to improve the quality of education. All children make at least good progress from their starting points using 3 standardised assessments in each year group. All children at least meet their FFT 20 attainment targets using standardised assessments in each year group.</p>
<p>Early reading and phonics are high priorities within the curriculum enabling improved reading attainment and progress across the school.</p>	<p>A robust programme for the delivery of phonics (Little Wandle/ Little Sutton English Hub intensive support) is in place.</p> <p>The proportion of children communicating at age expected levels by the end of EYFS is at least in-line with national averages. (82% – 2019) All pupils, other than those with specific additional needs, will pass the phonics screening tests. By the end of Year 2, all pupils, other than those with a specific additional need, will be working at age expectations for reading. Children in Key Stage 2 catch-up rapidly.</p>
<p>Attendance and punctuality of children eligible for PP, shows continued improvement and is in line with national expectations, as measured by year on year attendance measures.</p>	<p>Persistent absence will fall year on year and will be broadly in line with the national average. Percentage of pupil attendance will increase annually and will be broadly in line with the national average. The school has a robust and proven strategy for improving attendance.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly teaching and learning coaching sessions for all classrooms teachers.</i> £17233	The school employs an instructional Coaching model. This model has successfully been adopted and advocated by Ambition Institute, Teach First, the Department for Education, the Confederation of School's Trusts and has been adopted by some of highest performing schools and multi-academy trusts within the country.	1,2,3
<i>Half-termly behaviour culture coaching from external consultant.</i> £3500	Tom Bennett's independent review of behaviour in schools focusses on the approaches school leaders can take to develop the culture in their schools to 'promote excellent behaviour' (Bennett, 2017, p. 30). Our school has categorised what our culture looks like. We have created documents to support training of staff in the delivery of our school culture. Tom Bennet's research into the importance of culture signifies the value of using experts to independently advise us upon the impact of our policies and to keep us abreast of other high performing school cultures.	1,2,3
<i>Implementing and developing a high-quality curriculum for all using a 'curriculum teams' model.</i> £4000 – 2.5 hrs per week for one teacher	Ofsted in particular reinforce the need for schools to have coherent and well-sequenced curriculum which meet the needs of all pupils. Our recent HMI (Sept 22) recognised that upskilling staff in subject leadership methodology is crucial and best achieved through a wider team model in this academic year.	1, 2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions – KS1 £7500	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Use high-quality structured interventions to help pupils who are struggling with their literacy.	3
Phonics intervention: rapid catch-up – KS2 £7500	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-2 Use high-quality structured interventions to help pupils who are struggling with their literacy.	3
Mastering number EEF programme £2000	https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/ This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	3
EEF reciprocal reading £1500	As part of the Department for Education’s Accelerator Fund, the EEF is supporting programmes that have positively impacted pupil outcomes in previous EEF trials to reach more pupils.	1, 3
DFE EY Covid recovery £1750	Expert and mentors programme: The role of the ‘Expert’ will be to provide support to the setting leader with the main focus of supporting children to recover from the COVID-19 pandemic, including narrowing the gap between disadvantaged children and others. This may include specific leadership support, whole setting support or a combination of both.	1, 3

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

Budgeted cost: £ 21,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer, DSL and HT (PP lead) to work together to support Pupil Premium children whose attendance falls below 96% £8100 – percentage of timetable</p>	<p>The National Centre for Education Statistics found that the primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities.</p>	4
<p>Use of CSAWS attendance EWO training and support services to review systems and policies, as well to provide coaching and training to key members of the attendance team. £4000</p>		4
<p>Warwickshire well-being pilot programme £1500</p>	<p>https://headsup.warwickshire.gov.uk/headsup-10-june-2022/print</p>	
<p>Pastoral manager: leading on developing school approach to SEMH and Warks well-being pilot £8100</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	4,5

Total budgeted cost: £ 66,683

Part B: Review of outcomes in the previous academic year

Pupil Premium 2021-2022 Outcome Review

Specific outcomes		Review
A	Attainment will be raised ensuring a greater proportion of pupils meet age expectations, including those eligible for Pupil Premium.	<p>KS2 results are the strongest they have been since 2017.</p> <p>Key Stage 1 outcomes are well below local and national averages for all pupil groups, reflecting a legacy of low expectations and weak teaching. This is reflected in the 2021 Ofsted judgement.</p>
B	Teaching and learning will be of a consistently high quality throughout all year groups	<p>All teaching staff receive weekly, individualized targets and are coached by members of the leadership team to support raising standards.</p> <p>Developed by EH in Dec 21 and maintained and built upon by substantive head in 22-23 academic year.</p> <p>Staff turnover for 21-22 does not allow a real and robust judgement on teaching quality at this point (see 'teaching profile' document for summary).</p>
C	Identify families who need support through improved home-school engagement strategies and ensure we close the gap with attendance and punctuality, to be in line with national expectations.	<p>A greater proportion of pupils and families with attendance/punctuality concerns receive effective Early Help provision</p> <p>Persistent absenteeism has fallen, albeit the impact of COVID.</p> <p>Whilst attendance remains below the 2019 national averages, attendance is improving within the school.</p> <p>PA remains a key target area.</p>
D	Early reading and phonics is a high priority within the curriculum to develop children's oral language development, resulting in a year on year improvement in results in EYFS and Key Stage One/ Two.	<p>The proportion of children communicating at age expected level by the end of EYFS is broadly in-line with national averages.</p> <p>The percentage of children passing the Year 1 phonics screening check at the end of last was well below national averages.</p>

Pupil premium strategy outcomes

The assessments below demonstrate differences between PP and Non-PP attainment at the end of key stages during the last academic year.

Cohort: 39 children, 10.3% pp

EYFS				
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	School Average	National average
Good level of development (GLD)	50%	57%	56%	LA 66%
Specific	50%	68%	67%	LA 74%
Prime	50%	74%	46%	LA 66%

YEAR 1 PHONICS SCREENING CHECK			
Pupils eligible for PP	Pupils not eligible for PP	School average	National average
5/26 = 19% of cohort	21/26 = 81% of cohort	53%	75%
1/5 achieved pass = 20%	13/21 = 61%		

	Pupil pre- mium (9)	PP Nat. Average 2019	Non-PP (35)	School av- erage (4)	National average 2019
% achieving expected standard or above in reading, writing and maths	11%		25%	25%	54%
% making expected standard in read- ing	66%	62%	40%	48%	75%
% making expected standard in writ- ing	0	55%	37%	30%	69%
% making expected standard in maths	33%	62%	34%	34%	76%

END OF KS2

	Pupil pre- mium (12)	PP local average 2019	Non-PP (29)	School av- erage	National average
% achieving expected standard or above in reading, writing and maths	33.3%	51%	65%	56%	63%
% making expected standard in reading	41%	66%	75%	66%	75%
% making expected standard in writing	58%	57%	75%	68%	78%
% making expected standard in maths	50%	61%	86%	76%	76%

