

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2024 to 2025.

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 CofE Academy
Number of pupils in school	214 (additional 20 in Nursery)
Proportion (%) of pupil premium eligible pupils	31% (66 of 214)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil premium lead	Mrs S J Goode
Governor / Trustee lead	Mr J Croghan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,718.67
Recovery premium funding allocation this academic year	Not Applicable 2024 to 2025
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	£94,718.67

Part A: Pupil premium strategy plan

Statement of intent

The Nethersole Church of England Academy and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge: ***‘to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.’ Matthew 5:16.***

At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, children and adults, to find and develop their gifts, overcoming barriers and growing in confidence to flourish - to let their light shine as the very best God version of themselves.

Effective teaching and learning underpins this. We wish to inspire everyone to take responsibility for creation, civilisation and the well-being of each other, embracing and treasuring our differences.

Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community, and the wider world.

Our Christian vision for everyone to be unique and collective shining lights in God’s world is illuminated by our biblically based Christian values that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour choices and decisions.

Our School Values

Hope – Hope in God, Hope in ourselves, Hope in others, Hope in the world.

Community – The Community of God, Our Community, the School Community, the World as Community. Enabling everyone to flourish together.

Respect and Dignity – Respect of God, Respect of Ourselves, Respect of Others, Respect of the World. Everyone matters; everyone is loved; everyone shines.

Forgiveness – Forgiveness by God, Forgiveness for Ourselves, Forgiveness of Others, Forgiveness in the World. A chance to start again.

Wisdom – The Wisdom of God, Our Wisdom, the Wisdom of Others, Wisdom of the World. Knowledge, skills, understanding, doing the right thing.

Thankfulness – Thankful for God, Thankful for Ourselves, Thankful for Others, Thankful for the World. Appreciating God’s goodness.

At the Nethersole CofE Academy Primary School we have high expectations for all pupils in our school, and believe that with effective teaching and learning, positive engagement with parents and a personalised approach to meet children’s individual needs, every child can fulfil their potential, both academically and socially.

To do this, we engage in a range of strategies to provide challenge at an appropriate level, alongside support to overcome any barriers to learning. We aim to provide a broad and balanced curriculum, so that children are engaged and achieve well.

There are a range of interventions and approaches used across the whole school, with some being made possible by the allocation of Pupil Premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium funding.

School leaders at the Nethersole CofE Academy Primary School are committed to ensuring that all our disadvantaged pupils, regardless of their level of attainment, achieve well, receive teaching which is at least good in every lesson and that disadvantaged children who have ‘fallen behind’ their peers with similar starting points, receive frequent intervention and regular support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation (EEF.) Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – There was a significant difference between authorised and unauthorised absences for the academic year 2022 to 2023 for pupil premium and non-pupil premium groups. These differences have reduced in 2023 to 2024, but there is still reduction needed.

	<p>Attendance 2023 to 2024 – All – 94.2% (National) PP – 91.05% Non – PP – 95.59%</p> <p>Authorised Absence – PP – 88.89% Non – PP – 82.43%</p> <p>Unauthorised Absence – PP – 60.32% Non – PP – 36.49%</p> <p>The most significant difference is for Unauthorised Absence – 23.83%. The school continues to employ a Family Support Worker, who works closely with families to support the improvement in their attendance. The school is reducing the support from CSAWs as we are more confident to tackle attendance issues as we know and understand our families well.</p>
2	<p>Attainment – Reading –</p> <p>Pupils have limited experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc). Reading in school is prioritised on the school action plan. Children in receipt of pupil premium funding are tracked in terms of their decoding and fluency skills and early interventions take place. Children in receipt of pupil premium funding receive additional books to read at home as part of their additional entitlement.</p> <p>Targeted interventions during academic year 2022 to 2023 reduced the attainment gap in Year 1 Phonics between PP and Non-PP, nevertheless, there is still a significant gap -</p> <ul style="list-style-type: none"> • PP – 69.2% (9 of 13) (Reduction of 8.5%) • Non – PP – 86.4% (19 of 22) (Increase of 5.79%) • Difference – 17.2% <p>Targeted interventions during academic year 2022 to 2023 reduced the attainment gap in Year 6 Reading between PP and Non-PP, nevertheless, there is still a gap –</p> <ul style="list-style-type: none"> • PP – 50% (7 / 14) (Increase of 37.5%) • Non – PP – 72.4% (21 / 29) (Increase of 14.7%) • Difference – 22.4%
3	<p>Attainment – Maths –</p> <p>Although there have been significant improvements in the Mathematics data relating to Number Sense, there are still gaps between National data and PP / Non – PP. This is more significant within EYFS -</p>

	<ul style="list-style-type: none"> • Number / Numerical Patterns – 68% / PP – 33.3% / Non – PP – 78.9% • Year 6 – 53.3% / PP – 50% / Non – PP 55.2% - Y6 Mathematics Data is well below National and no improvement in the overall data. <p>Professional Development for teachers and teaching assistants is a priority, ensuring all staff working in classrooms have a clear understanding of the CPA approach for Maths Teaching & Learning and can effectively children.</p> <p>EYFS / Year 1 / Year 2 continue to receive daily additional targeted support through the NCETM Mastering Number Programme.</p> <p>Specific year groups are in receipt of additional targeted support – Reception and Key Stage 1 implement the NCETM Mastering Number programme. This will be the first year that the correct year group content is being delivered and the children are taught in their separate year groups.</p> <p>In Key Stage 2 children will receive daily Fact Fluency lessons, where they will be taught specific Number Sense skills – times tables / 4 operations etc to positively impact their Mathematics attainment.</p> <p>In Year 3 – children working BELOW their year group expectations will receive targeted additional support – daily Mastering Number intervention to ensure automaticity of KS1 number facts.</p>
4	<p>Social, Emotional and Mental Health support – the Family Support Worker provides and co-ordinates this support for children and their families.</p> <p>The Family Support Worker in school co-ordinates all of the Early Help Support – Yellow Pathway (at school level) and Orange Pathway (Targeted Support Oversight, working alongside a range of external agencies).</p>

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>1. Attendance – narrowing the attendance gap for both authorised and non-authorised absences between PP and Non-PP groups of children.</p> <p>Attendance 2023 to 2024 – All – 94.2% (National) PP – 91.05% Non – PP – 95.59%</p>	<ol style="list-style-type: none"> 1. Authorised absence for PP groups to be consistently reducing and for the academic year 2024 to 2025 be no greater than 3%. 2. Unauthorised absence for PP groups to be consistently reducing and for the academic year 2024 to 2025 be no more than 1%. 3. To close the gap for overall attendance between PP and Non-PP groups.

<p>Authorised Absence – PP – 88.89% Non – PP – 82.43%</p> <p>Unauthorised Absence – PP – 60.32% Non – PP – 36.49%</p>	
<p>2. Attainment – Reading. In Reading the attainment gap in decoding and fluency is reduced between PP and Non-PP groups. Children in receipt of PP funding are independent and fluent readers for pleasure and purpose.</p>	<ol style="list-style-type: none"> 1. Close the gap for Phonics. Year 1 Phonics Check – for there to be no gap between PP and Non-PP data. 2. Close the gap in Reading Attainment between PP and Non-PP in Years 2 – 6. 3. Pupil Interviews – PP groups talk with enthusiasm about the books they are reading / have read and view themselves as readers. 4. Learning Walks – pupil engagement for all pupil groups is positive, including those children in receipt of pupil premium funding.
<p>3. Attainment – Maths – In Maths there are still gaps between National data and PP / Non – PP. This is more significant within EYFS -</p> <ul style="list-style-type: none"> • Number / Numerical Patterns – 68% / PP – 33.3% / Non – PP – 78.9% • Year 6 – 53.3% / PP – 50% / Non – PP 55.2% - Y6 Mathematics Data is well below National and no improvement in the overall data. 	<ol style="list-style-type: none"> 1. Raising standards of Mathematics in Year 6 to ensure attainment is in line with National, in addition to ensuring there is no gap between PP and Non-PP. 2. Closing the gap in early number through tracking of those children in receipt of pupil premium funding through the NCETM Mastering Number programme. All children in EYFS and KS1 in receipt of the correct year of the programme. 3. Continue to close the gap in the Year 4 Multiplication Check for PP and Non-PP groups. 4. Close the gap in Year 3 attainment – overall and between PP and Non-PP.
<p>4.Children and families with a Social Emotional and Mental Health need are well supported by the school.</p>	<ol style="list-style-type: none"> 1. Children and families in receipt of PP funding are well served by the Family Support Worker who provides or signposts access to a range of high-quality programmes or provision. 2. Parental satisfaction questionnaire.

	3. Complete the Boxall Profiles to measure positive impact of the support.
--	--

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23718.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional Development for staff in Early Reading.</p>	<p>Little Wandle programme for Phonics and Reading continued to have a significant positive impact on the Year 1 Phonics data in the academic year 2023 to 2024. The percentage of children passing the Year 1 Phonics check remained consistent at 80% / Year 2 Phonics increased to 99%.</p> <p>Through the Little Sutton English Hub, teachers and TAs have been supported to deliver consistently good Phonics lessons, alongside a rigorous system of monitoring and assessment – identifying the children who need same day keep up intervention / catch up interventions / whole class re-teach. AHT release.</p> <p>Early Reading and Fluency provision in the whole school to be embedded. Rigorous system of assessment / delivery / monitoring to assess the impact of consistent 'Fluency' interventions in KS2. AHT release.</p>	<p>2.All children in receipt of Pupil Premium funding.</p>
<p>Professional Development for staff in Early Maths.</p>	<p>Development of staff subject knowledge in the teaching and learning of Mathematics is to be continued.</p> <p>HT to lead staff professional development over the academic year 2024 to 2025. Delivering to another Local School.</p>	<p>3.All children in receipt of Pupil Premium funding.</p>

	<p>Whole school participating in the NCETM Mastery Development programme – beginning to implement some of the core foundations of a Mastery approach to the teaching and learning of Mathematics.</p> <p>M3 Teacher release.</p> <p>Continue the consistent implementation of the Mastering Number programme in EYFS and Key Stage 1. Supports the development of basic number sense across EYFS and KS1.</p> <p>UPS 3 Teacher release.</p> <p>M6 Teacher release.</p>	
--	--	--

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

Budgeted cost: £36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Reading – Little Wandle – Keep Up and Catch-Up interventions.	<p>Little Wandle Letters and Sounds Revised pedagogy ensures optimum learning for the maximum number of children. Taught with fidelity, in parallel to the committed development of vocabulary and comprehension, and in a context that embraces Reading for Pleasure, it can provide reading success for all children, regardless of their background.</p> <p>All children in Reception and Year 1 to receive daily phonics and reading. Children are rigorously assessed and tracked, with the data being analysed.</p> <p>Target children receive daily ‘keep up’ interventions to ensure the gaps in their knowledge and skills do not widen.</p> <p>TA Costing.</p>	2.

	<p>A target group of children in Year 1 and Year 2 (PP and SEND) who are to be taught separately for Little Wandle Phonics and Reading as they are working below their peers and need focussed teaching.</p> <p>TA Costing.</p> <p>In Year 2, all children receive daily Little Wandle phonics for the Autumn Term 1 to interrupt the forgetting curve – ensuring the children remember more and to address misconceptions. In Autumn 2 all children will receive the LW Spelling Programme. From Spring 1 all children ready for ‘Fluency’ will receive daily ‘fluency’ in small groups.</p> <p>Children continue to receive ‘Reading Groups’ for 3 days each week as per the LW programme.</p> <p>From this target children identified for ‘Catch Up’ interventions to ensure any gaps in their knowledge and skills can be addressed early.</p> <p>TA Costing.</p>	
<p>Early Maths – Mastering Number in Reception and Key Stage 1 daily, alongside additional catch-up support for those children identified as requiring additional support.</p>	<p>NCETM Evidence – The Mastering Number national 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.</p> <p>All children will receive a daily 15-minute Mastering Number lesson.</p> <p>A daily ‘Keep Up’ intervention will be delivered based on daily AFL ensuring that all children will keep up with their peers.</p> <p>TA Costing.</p>	<p>3.</p>

	<p>EEF Evidence – Improving Mathematics in Key Stage 2 – 2 of the 8 recommendations build on the need for children to develop a rapid recall of facts and automaticity -</p> <p>To enable pupils to develop a rich network of mathematical knowledge by -</p> <ul style="list-style-type: none"> • Emphasise the many connections between mathematical facts, procedures, and concepts. • Ensure that pupils develop fluent recall of facts. <p>To use structured intervention to provide additional support –</p> <ul style="list-style-type: none"> • Selection should be guided by pupil assessment. • Interventions should start early, be evidence-based and be carefully planned. • Interventions should include explicit and systematic instruction. <p>Daily targeted support for children in Year 3 and 4 with ‘keep up’ and ‘catch up’ interventions with a focus on multiplicative reasoning and automaticity in their recall of multiplication facts.</p> <p>The ‘keep up’ interventions will be based on the knowledge and skills covered during the daily Fact Fluency lesson. The ‘catch up’ interventions will be based on baseline data having identified the gaps in the children’s knowledge and skills.</p> <p>TA Costing.</p>	
<p>Purchase of high-quality texts for children in receipt of Pupil Premium funding.</p>	<p>Literacy Trust 2022 – the Annual Literacy Trust report – 1 in 5 children do not have a book of their own at home.</p> <p>-81% of children with a book at home said they were ‘good readers.’</p>	<p>2.</p>

	<p>This compared to 70% of those who do not have their own book at home. -78% of children with a book at home said they 'enjoyed reading.' This compared to 68% of those who do not have their own book at home. -2 out of 3 children of all children aged 8 in the study said that reading made them feel 'happy and relaxed.'</p> <p>All PP children to receive 3 books this year to support their Reading for Pleasure at home. Children's reading fluency accurately assessed to ensure the appropriate books are purchased.</p> <p>Books given to families during parent consultation evenings – ensuring parents are informed of their child's attainment and progress.</p> <p>Investment in books.</p>	
--	--	--

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

Budgeted cost: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker	<p>FSW works with CSAWs to identify the children / families with poor attendance and persistent absence. PA is an immediate issue facing schools across the country. The EEF have stated that in their most recent data, almost one in four children missed more than 10% of sessions in Autumn Term 2021 and 1.4% of children missed at least 50% of sessions. These children are disproportionately also more likely to come from socio-economically disadvantaged backgrounds. Therefore, tackling persistent absence is an important part of improving educational outcomes for this group.</p>	1.

	<p>There is some evidence to suggest that a focus on parental engagement approaches and responsive interventions that meet the individual needs of the pupils lead to more positive outcomes.</p> <p>In addition to PA, attendance must improve for some children. There is a gap between the attendance for PP and Non-PP including for authorised and unauthorised absence (as detailed above.)</p> <p>FSW works with our disadvantaged families – building relationships / daily dialogue / trusted member of staff for them to communicate with / knowledge of additional support and how to access it for these families. Also a DSL so has a full picture of the needs of our disadvantaged children and families.</p> <p>FSW Salary.</p>	
<p>Boxall Profiling used to Baseline children with Social, Emotional and Mental Health needs</p>	<p>On average, over a third of pupils have some social, emotional or mental health (SEMH) need. For one in ten pupils, this need will be high, presenting as behavioural difficulties or diagnosable disorders like ADHD. However, research suggests that another quarter of pupils will have moderate SEMH needs, which are much harder for educators to identify, but which can have a significant impact on pupils' learning.</p> <p>Using the Boxall Profile is the best way to identify and address these hidden issues, to ensure that every child and young person gets the support they need to engage fully with their education.</p> <p>Boxall Profile assessments are not designed as a diagnostic tool for specific mental health conditions, learning difficulties or developmental difficulties. Instead, assessments are de-</p>	<p>4.</p>

	<p>signed to help professionals understand and work more effectively with children and young people, in a way that's sensitive to the needs of the child or young person being assessed.</p> <p>The Boxall Profile assists with –</p> <ol style="list-style-type: none"> 1. Early identification and assessment. 2. Target setting and intervention. 3. Tracking progress. <p>20 of our disadvantaged children with SEMH needs have been identified with the SENDCo and FSW to profile, implement individualised programmes and assess the impact.</p> <p>Cost of DHT release. Cost for the Boxall Profiling.</p>	
--	--	--

Total budgeted cost: £94,718.67

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.

The 2023 to 2024 strategy has been reviewed by Mrs S J Goode, Headteacher. A substantial amount of the funding was allocated to teaching staff and teaching assistants salaries.

Intended Outcomes –

1. Attendance – narrowing the attendance gap for both authorised and non-authorised absences between PP and non-PP groups of children –

Attendance – All – 93.9% / PP – 90.7% / Non PP – 95.2% - the difference is 4.5%, so less than 5% (target.)

Two year groups to monitor more closely academic year 2024 to 2025 and identify individual children within these year groups to track -

Year 3 (now Y4) – Attendance All 93.6% - PP 89% - Non-PP – 95.4% - the difference is 6.4%

Year 5 (now Y6) – Attendance All 91.8% - PP 83.8 – Non – PP – 96.3% - the difference is 12.5%

PA – Whole School – 20.3% - PP – 41% - Non – PP 12%.

2. Reading – the attainment gap in decoding and fluency is reduced between PP and Non – PP groups. Children in receipt of PP funding are independent and fluent readers for pleasure and purpose –

Year 1 Phonics – All – 80% / PP – 69.2% (9 of 13) (this is a reduction of 8.5% academic year 2022 to 2023) / Non – PP – 86.4% (19 of 22) (this is an increase of 5.79% academic year 2022 to 2023.)

Year 2 Phonics – All – 99% (39 / 40) / PP – 100% / Non – PP – 2.5% (1 / 40)

Year 6 Reading SAT – All – 65.1% (28 / 43 increase of 18.1% academic year 2022 to 2023) / PP – 50% (7 / 14 increase of 37.5% academic year 2022 to 2023) / Non – PP (21 / 29 increase of 14.7% academic year 2022 to 2023.)

3. Mathematics – the attainment gap in number sense is reduced between PP and Non-PP groups –

EYFS – Mathematics – Number – 68% (17 / 25 decrease of 6.3%) / PP – 33.3% (2 / 6) / Non – PP – 78.9% (15 / 19)

-Numerical Patterns – 68% (17 / 25 decrease of 6.3%) / PP – 33.3% (2 / 6) / Non – PP – 78.9% (15 / 19)

MTC – Mean Score 19.54 (increase from 19.4 academic year 2022 to 2023.)

Score 25 – All – 38.5% (15 / 39) / PP 33.3% (increase of 33.3% academic year 2022 to 2023) / Non – PP – 40.7% (decrease of 20.1% academic year 2022 to 2023.)

4. Social, Emotional and Mental Health Support - Academic Year 2022 to 2023 – families open on the Early Help Orange Pathway – Targeted Support Oversight (co-ordinated by School FSW) – 9 families – PP – 100%. 3 of these families are now closed to Early Help following the support provided.

Comments Provided by the families include –

‘Very happy with the support and signposting provided.’ Child mentioned that they ‘missed the check ins in school.’

‘Extremely happy with the outcome of Early Help and the closure. Pleased with how the children are doing.’

‘I feel better knowing that changes can happen with the support from school.’

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.