

Pupil premium strategy statement

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	Netherton Moss Primary
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils (10/21 Census)	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	Termly
Statement authorised by	Fiona Wood
Pupil premium lead	Pauline Glenville
Governor / Trustee lead	Hilary Lyall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,710
Recovery premium funding allocation this academic year	£9981
Pupil premium funding carried forward from previous years	£26,945
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	£195,636

Part A: Pupil premium strategy plan

Statement of intent

At Netherton Moss Primary School we are committed to helping all children to make good progress and succeed in every aspect of school life, regardless of their background or ability.

The opportunities we provide for all children have three broad aims:

- To develop **successful learners** who work hard, enjoy learning, persevere and make progress in order to achieve their full potential.
- To encourage **confident individuals** who are able to communicate effectively in many forms and make decisions that enable them to live safe, healthy and fulfilling lives
- To create **responsible citizens** who have respect for themselves, their environment and other people and can make a positive contribution to society and the wider world.

Our child-centred, holistic approach to meeting the needs of disadvantaged and vulnerable children focuses upon a number of key areas:

- ✓ Personal Development
- ✓ Social and Academic Resilience
- ✓ Pastoral Support
- ✓ Quality First Teaching
- ✓ An inspiring and life enriching curriculum

As a school we recognise that a significant number of children within our care, some of whom are not eligible for pupil premium funding, may at any point during their time with us, require additional support, nurture and intervention. We aim to identify the needs of our children early in order to remove their barriers to learning and diminish the difference in attainment between disadvantaged pupils and their peers.

At Netherton Moss, we know that children must feel happy, safe and untroubled in order to be ready to learn, to achieve this for all learners a positive and nurturing ethos is essential, every adult in school works tirelessly to ensure that the personal, social, emotional and developmental needs of all children are secure, stable and sustained.

Our strategy is informed by a robust system of teacher and standardised assessment, tracking and analysis and is focused on the areas in which disadvantaged children require the most support. The approaches we take are characterised by research-informed, quality first teaching that sets high standards, particularly in literacy and numeracy; and through a well-designed and logically sequenced curriculum that provides every child with a wide range of opportunities to acquire the knowledge, skills and dispositions their future success demands.

Further targeted interventions are delivered by our team of highly skilled intervention teachers who provide small group and one to one teaching and intervention programmes with a proven track record for raising attainment. This vital work is supplemented by staff provided through the National Tutoring Programme.

Another key element in our strategy recognises the part played by the wider school community, parents and care givers. Our highly skilled and very experienced Parent Support Advisor leads our Pastoral Support Team and works closely with families, enabling them to obtain the support that they require, whatever the circumstances, in order to help secure a safe and stable homelife for all children.

Challenges

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

Challenge number	Detail of challenge
1. Outcomes for all children including SEND.	Our assessments and observations along with feedback from staff, parents and carers indicate that the partial school closures and a lack of engagement in home learning has had a detrimental impact on the education of many of our children, especially those who are disadvantaged. As a result of the historically low starting points of the majority of children in our cohorts, and the challenges some families face in engaging with education, we have always had to be relentless in supporting children to catch up, this challenge has been significantly exacerbated by the pandemic particularly in Reading, Writing and Maths.
2. SEMH	Observations by the adults in school and discussions with the children and their families have identified that many social, emotional and behavioural issues are emerging over time for significant numbers of children as a result of partial school closures and the wider impact of lockdown. These challenges particularly affect disadvantaged pupils, and impact upon every aspect of school life including their attainment. Teacher referrals for support have markedly increased during the pandemic with significant numbers of children requiring the support of the school's Pastoral Team and the expertise of specially trained counsellors, therapists and other outside agencies.
3. Attendance	Our attendance data for those in receipt of pupil premium funding is below that of non-disadvantaged children and a greater proportion are classed as persistent absentees. Attendance data for 2020-21 indicates that attendance for disadvantaged pupils was around 3.28% lower than for all pupils
4. Enrichment	Historically high levels of disadvantage amongst our school community means that for many children, school has been the primary source of social, academic and cultural capital. Partial school closure and the limitations placed upon opportunities for curriculum enrichment and enhancement has had a significant impact upon the experiences, aspirations and mental health of all the children but most especially those who are disadvantaged.

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
<i>To continue to ensure that the outcomes for disadvantaged children are at least in line with those of their peers in all areas of the curriculum</i>	The outcomes of a range of assessment activities, observations and discussions will demonstrate that all children are having their learning needs addressed through appropriate, high-quality teaching and resources. The systematic tracking of attainment and progress will ensure that, where necessary, carefully planned and targeted support and interventions help all children to achieve well and attain appropriately from their starting points.

<i>That the school curriculum is planned, sequenced and prioritised effectively to enable all children to recover and secure the expected knowledge, skills and dispositions in the core subjects and beyond.</i>	A careful review of the school curriculum and consultation between class teachers and subject leaders will result in an accurate assessment of what learning has been missed as a result of the partial closure of the school. A carefully planned and prioritised recovery curriculum will ensure that all children secure the knowledge they need in order to progress to the next stage of their education.
<i>Improve oral language skills and vocabulary amongst disadvantaged children.</i>	Outcomes from the use of the NELI screening tool and the follow up intervention programme demonstrate improving levels of language acquisition and a growing independence when accessing the curriculum.
<i>That disadvantaged children make rapid progress in phonics and reading which enables them to reach age related expectations in reading and improves their ability to access the wider curriculum.</i>	Outcomes from phonic screening and regular reading assessments demonstrate that disadvantaged children improve their reading ages and make as much progress as their peers.
<i>That disadvantaged children make sustained progress in their mastery of mathematics which leads to improved attainment and a secure conceptual understanding.</i>	Outcomes and analysis of regular standardised maths assessments indicate that disadvantaged children are improving their understanding of key mathematical concepts and making as much progress as their peers.
<i>To achieve and sustain improved social, emotional mental health and wellbeing for all the children in our school, particularly those who are disadvantaged.</i>	Outcomes from observations, discussions and monitoring indicate that the social and emotional needs of most children are being met from a culture, ethos and curriculum that is based on the five principles of the Academic Resilience Approach: Basic Needs, Belonging, Learning, Coping and Core Self. The judicious use of screening activities, attitude surveys and pupil voice ensure that those individuals and families in particular need receive specialist counselling, therapy or support to help them manage or overcome their difficulties.
<i>To achieve and sustain improved attendance rates for all pupils, particularly that of our disadvantaged pupils and those classed as persistent absentees.</i>	Termly attendance tracking indicates that children eligible for Pupil Premium meet the school's attendance targets and there is a reduction in the rates of persistent absence.
<i>Increase opportunities for children to encounter and participate in a wide range of curricular and extracurricular activities that build cultural, social and creative capital</i>	The monitoring of planning, outcomes of lesson observations, scrutiny and pupil voice demonstrate curriculum opportunities that inspire thinking and creativity, enhance and enrich lived experiences and develop aspirations. Tracking of the provision and participation in extracurricular activities and the outcomes of pupil voice indicate that children eligible for Pupil Premium are accessing and enjoying opportunities for broader development in the same way as their peers.

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: @ £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>All teaching and learning will be lead through the consistent use of quality first teaching (QFT) approaches. The school's Quality Teaching Toolkit will lead CPD, ensure consistency across the school and inform monitoring activities.</i></p> <p><i>High Quality CPD will ensure teachers have the pedagogical knowledge, skills and understanding in order to maximise the opportunities for recovery in the time available. All teachers and additional staff will make consistent and sustained use of teaching strategies founded in the most effective cognitive and metacognitive research.</i></p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. The principles of Quality First Teaching, the Principles of Instruction, and teaching based upon cognitive and metacognitive principles are key to this</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://consiliumeducation.com/itm/2021/05/25/theory-into-practice/</p>	1
<p><i>The sequenced introduction of a DfE approved Maths Mastery programme (Power Maths) to improve attainment and achievement and a secure conceptual understanding.</i></p> <p><i>Teacher release to engage in the Embedding Mastery Phase of the Maths Hub TRG and INSET to disseminate.</i></p>	<p>The EEF conclude that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	1
<p><i>The continued development and investment in the Read, Write Inc approach to the teaching of Systematic Synthetic Phonics with the purchase of materials, online subscriptions and the provision of on-going, high-quality CPD.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1

<p><i>Through a programme of CPD on ongoing school improvement activity, continue to develop a school culture, ethos and curriculum rooted in the Academic Resilience Approach that aims to equip schools with the tools to support children to overcome the effects of adversity and disadvantage, improve their mental health, and, in turn, educational outcomes.</i></p>	<p>To engage full with the world requires resilience so that individuals can successfully cope with hazards, stress and adversity they face in life. These challenges can represent a barrier for any child but especially one from a disadvantaged background who does not benefit from the full range of positive life experiences from which to learn. The Academic Resilience Approach and its Resilience Framework has translated research and practice findings into strategic ways of thinking and practical ways of doing, that can nurture resilience in children and young people.</p> <p>https://www.boingboing.org.uk/academic-resilience-approach-evaluation/</p>	2 & 4
<p><i>The implementation of a clear, progressive, decisions-based PSHE Curriculum that enshrines the principles of the Academic Resilience Approach and equips the children with the knowledge, skills and dispositions necessary to make informed decisions now and in the future that empower and protect both their physical and mental health.</i></p> <p><i>Investment in the 1 Decision PSHE Programme and accompanying CPD to ensure teachers have the confidence as well as the pedagogical understanding and subject knowledge to teach all aspects of PSHE and Mental Health.</i></p>	<p>The PSHE Association identify that all children require a systematic programme of PSHE lessons which promote children's personal development, safeguarding and wellbeing. Such teaching empowers primary school pupils, particularly the disadvantaged, to make choices to keep themselves and others safe whilst gaining the knowledge, vocabulary and skills to manage their own lives now and in the future.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.1decision.co.uk/news/19-1decision-undergoes-rigorous-assessment</p>	2

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

Budgeted cost: @ £120.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The strategic deployment of the school's Pupil & Catch-Up Premium Funded intervention teachers and academic mentor to provide high-quality, timely recovery interventions for groups, individuals and year groups who have fallen behind or are not making the progress one would expect given previous attainment.</i></p>	<p>Tuition and interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
<p><i>The targeted deployment of teaching assistants to support groups and individuals through carefully planned</i></p>	<p>The EEF identifies the appropriate deployment of teaching assistants to de-</p>	1, 2 & 3

<i>and specific learning interventions based on pupil's needs as well as appropriate scaffolding of the wider curriculum.</i>	<p>liver structured, time limited interventions can be a cost effective approach to improving learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<i>Continued access to the NELI early language screening tool for the identification of poor language acquisition and staffing to deliver the follow-up intervention programme to improve levels of oracy and vocabulary development in the EYFS and KS1.</i>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and the wider curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1

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

Budgeted cost: @ £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To fund the employment of the school's Parent Support Advisor for 2 days per week who will lead the wider Pastoral Team to continue to follow the principles of good practise set out in the DfE's Improving School Attendance document.</i></p> <p><i>A clear attendance policy in place which is consistently applied.</i></p> <p><i>Attendance is carefully monitored and meetings with parents/carers arranged when required. Regular communication and support for the families of those children identified with poor attendance.</i></p> <p><i>To continue to engage the services of the school's LA Attendance Officer.</i></p> <p><i>Judicious use is made of rewards for high/improved attendance.</i></p>	<p>In order for children to benefit from everything our school has to offer, they need to be in school, on time every day. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	3
<p><i>The school's Parent Support Advisor to partner with our LA Early Help Worker in order to support families who struggle to engage in and support their children's academic learning or who face more specific problems associated with family crisis.</i></p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	2&3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
<p><i>Key staff to complete the Emotional Support Assistant (ELSA) training in order to develop and have at least a day a week to deliver emotional literacy support programmes for children who have difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient.</i></p> <p><i>The school's mental health lead to complete Senior Mental Health Lead Training with the Anna Freud Centre to put in place a whole-school approach to positive mental health and wellbeing, which embodies respect and values diversity.</i></p>	<p>Low levels of emotional literacy lead to high levels of internalising behaviours such as stress and depression, as well as externalising behaviours such as aggression and delinquency. Problem behaviours such as these take away from academic achievement and the ability for the child to succeed in future life. It has been found that programmes such as ELSA that focus on enhancing emotional literacy improve academic performance and behaviour.</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p> <p>Utilising a DfE grant to train a senior mental health lead will develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective deployment of staff funded by the Pupil Premium.</p> <p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p>	2
<p><i>The development of Cultural Capital is central to the school's curriculum drivers and opportunities are explicitly planned to enrich all children's learning experiences, broaden their horizons and extend the boundaries of their lives. Disadvantaged pupils are targeted to ensure they are equipped to participate fully in all these opportunities and are able to access the many extra-curricular activities on offer.</i></p>	<p>Based on our experiences and those of similar schools to ours, we know that providing opportunities for children to encounter and participate in a wide range of curricular and extracurricular activities builds cultural, social and creative capital that leads to positive attitude and aspirations:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4
<p><i>Continue to develop the use of Forest School and other strategies for the delivery of a progressive curriculum of outdoor learning, providing effective support for children's SEMH. Train staff to deliver a programme of sessions to all children as part of the curriculum and target disadvantaged children for additional intervention sessions. Ensure that these children are appropriately equipped to access the outdoor provision.</i></p>	<p>Using the schools own Action Research Project submitted by a member of staff in part fulfilment of an MA at Liverpool John Moores University, we have identified the significant impact Forest School has on the children's social, emotional, mental health and wellbeing. The research identified the key benefits of Forest School upon all children but particularly those with a significant number Adverse Childhood Experiences (ACEs), the majority of who are disadvantaged. These benefits include: The therapeutic impact of creative, imaginative and risky play, learning through</p>	2&4

	<p>play, the teaching of new skills and connecting with Nature.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
<p><i>To continue to engage the services of the Play Therapist, Art Therapist and Child Counselling Service to identify vulnerable pupils for emotional well-being, nurture and support.</i></p>	<p>The report of the British Association for Counselling and Psychotherapy identifies that experiencing a mental health problem in childhood is one of the biggest barriers to achieving well- (Green et al, 2005). Counselling in schools has been shown to be a highly effective support for tens of thousands of troubled children and young people who are experiencing emotional health difficulties.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://www.bacp.co.uk/media/2127/bacp-school-based-counselling-for-all-briefing-dec15.pdf</p>	2&4
<p><i>Contingency Funding for acute issues, families in crisis and other wellbeing related support.</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	2,3&4

Total budgeted cost: £ 195,000

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils in terms of attainment and progress, was lower than the previous year.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. We also encouraged as many disadvantaged children as possible to attend face to face. Our academic mentor provided support for as many children as possible, but of course, that was interrupted by various lockdowns.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

