

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Nettlestone Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	12.2% this is 12.4% lower than the National average of 24.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	31 st December 2024
Date this statement was updated	18 th December 2024
Date on which it will be reviewed	18 th December 2025
Statement authorised by	Kirsty Howarth
Pupil premium lead	Emma Kelly
Governor Lead	Mick Day

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-2025)	£45,708
Recovery premium funding allocation this academic year (2024-2025)	£1,051
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£46,759

Part A: Pupil premium strategy plan

Statement of intent

Nettlestone Primary School is a one-form entry situated in a small village in the North East of the IOW. The school is federated with Newchurch Primary School and there are effective working relationships between the establishments enabling the effective sharing of expertise, resources and friendships between the sites! Traditionally far fewer children than the national average are officially identified as disadvantaged, using the means tested criteria. To understand fully the context in which we are working, approximately one quarter of those identified as pupil premium also have an identified SEND need.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. The challenges are varied and there is no 'one size fits all'. When making provision for disadvantaged children, we recognise that not all children who receive free school meals will be disadvantaged and that not all children who are disadvantaged are registered or qualify for free school meals. We have a strong ethos of inclusion and crucially a compassionate approach to engaging and supporting our children and parents. We reserve the right to allocate Pupil Premium funding to support any child or groups of children the school has legitimately identified as being disadvantaged. Conversations take place prior to the child starting school (or pre-school) regarding pupil premium status and staff are skilled at responding swiftly to emerging need should there be a change of personal circumstance. Pupil progress meetings identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

At Nettlestone Primary School our curriculum and wider ethos is framed around 5 'mission possibles'. There is a collective understanding about this ambition for **all** our children and a determination for **all** to succeed and achieve. Our mantra is simple; we teach the right stuff, to the right children, at the right time in the right way....every day, with a focus on impact rather than input! Specialist staff are deployed carefully and the all classes adopt a policy of children 'keeping up' rather than 'catching up' ensuring that support and challenge is offered at a time when it will be most impactful.

We target the use of the Pupil Premium Grant to ensure that our disadvantaged children receive the highest quality education to enable them to become socially responsible and active learners of the future who achieve their ambitions and flourish in life. We use evidence based approaches (including EEF toolkit) to inform our decision making/actions, but ensure all strategies are bespoke to the unique needs of the children and their families. By aligning our clear and ambitious vision for providing high quality education to all pupils to our discrete targets for our more vulnerable pupils it means quality assurance is purposeful, transparent, and focused on the main thing, improving teaching and learning. Our ultimate aim for

our disadvantaged pupils is to ensure that, through high quality inclusive teaching and memorable, meaningful experiences, they are supported to be safe, enjoy school and achieve well.

Our 'mission possibles' are:

- **I can make it happen** - To ensure all children have the knowledge, behaviour and skills to be the best they can be, evidenced by disadvantaged pupil making or exceeding nationally expected progress rates.
- **I can be resilient** – To ensure all children can engage in new experiences confidently and try their best.
- **I can make healthy choices** – To ensure all children understand that healthy choices keep us safe in the real world and the ever changing online world, evidenced by taking responsibility for their own health and well-being.
- **I can make a difference** – To ensure all children are able to see the impact of their decision on people and environment in their immediate community or equally on the other side of the planet.
- **I can live respectfully** – To ensure all children are open to engaging positively with other identities and cultures and feel confident to recognise and challenge stereotypes. This is especially important as we live on a predominantly mono-cultural island.

Achieving these 'missions':

The range of provision available at Nettlestone Primary School include, but are not limited to:

- Ensuring all teaching is good or better, thus ensuring a high quality experience for all children.
- Provide all teachers with high quality CPD to ensure that children access high quality, inclusive teaching. Additional learning support per class to facilitate targeted intervention and support to quickly address identified gaps in learning, including small group work and one-to-one tuition.
- Provide appropriate social and emotional support to be able to access learning within the classroom and beyond.
- Support payment (either in whole or part) for new experiences, educational visits, including residential. Ensuring children have first-hand opportunities to apply their learning in and beyond the classroom and expand their cultural capital.
- Provide plentiful opportunities for physical activity through the provision of specialist P.E. teaching, financial support for after school clubs, free breakfast club, use of fully resourced PHSE programme.
- Valuing pupil voice, where disadvantaged pupil comment and opinion is used to influence real life outcomes and learning experiences.

Challenges

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

Challenge number	Detail of challenge
1	<p>Relatively low levels of academic attainment for our disadvantaged pupils in English and Maths. This is not the case universally, but overall, the disadvantaged children achieved at a lower level than their peers in KS2 with none of our disadvantaged children achieving greater depth status in either reading, writing and maths in 2022. Writing remains a priority, in 2023 100% (2) KS2 children in our school, highlighted as vulnerable, did not achieve the expected standard in writing. This is 49.6% greater than the National figure of 50.4%.</p>
2	<p>Our overall attendance in 2022/23 was 94.41% and below the national target of 95% and the schools' own target of 97%. Attendance for children supported by pupil premium was slightly lower at 93.26% and therefore we need to close the gap. Attendance for all our pupils needs to significantly improve which is why whole school attendance and persistence absenteeism remains a focus of this current plan and features on our school improvement plan for 23-24. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Access to opportunities. Our disadvantaged children have comparatively low access to enrichment activities and resources compared to their peers. This has been exacerbated due to the current cost of living crisis. Many of our disadvantaged children come from low income/just about managing families who are not able to provide the access to opportunities our non-disadvantaged children access outside of school. We are committed to providing access to experiences, activities and opportunities which will support and develop children's learning, vocabulary, creativity and imagination as well as their knowledge and understanding. Our unique geographical location of living on an island provides limited exposure to cultural difference and diversity and we are particularly keen to support this aspect of learning.</p>
4	<p>Communication, self-regulation and emotional development are all areas of challenge for a large proportion of our disadvantaged children. Some of these areas can be addressed through whole school and class measures but some need individual approaches. In 2023 only 48.1% of children, assessed on entry to Reception, as being 'on track' in the aspect of self-regulation compared to 70.2% in 2022.</p>

5	<p>Time for staff to work 1:1 or small groups. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic, 24 pupils currently require regular additional support with social and emotional needs. 33% of children in receipt of an EHCP are also identified as disadvantaged. 100% of our EHCP cohort have SEMH targets that require 1:1 support. 45% of all the pupils currently requiring additional support are disadvantaged.</p>
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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
Continuing to close the gap in attainment and progress between disadvantaged children and their peers. We will measure this through progress rather than attainment scores.	Disadvantaged children making better than expected progress in teacher assessment and standardised scores.
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all children being no more than 4% and there will be no gap in attendance for our disadvantaged children. • The percentage of all children who are persistently absent reducing to match pre-pandemic levels of approximately 5% and the figure among disadvantaged children being no lower than their peers.
Access to a wide range of opportunities and experiences increases for our disadvantaged children.	All children will experience enhanced 'cultural capital'. Pupil voice reports impact of children participating in extracurricular activities and events outside school. A significant increase in the number of

	disadvantaged pupils representing the school both in and out of school.
There is a greater staff level of knowledge and understanding of the needs of disadvantaged children as individuals.	Enhanced staff understanding of behaviours relating to attachment and trauma. Greater consistency in staff approaches when dealing with children in a heightened emotional state (flipped lid). Bespoke 'zones of regulation' used effectively across the school to enable children to identify emotions and effectively regulate responses.
Dedicated time for suitably trained staff to provide targeted support.	Pupil progress meetings identify children requiring additional intervention. Staff have been trained in a range of approaches including; Therapeutic story writing, drawing and talking, sand therapy, Makaton, Rapid reading, colourful semantics. Bespoke timetables have been created and dedicated work spaces created to facilitate time and space for staff to work.

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: £5,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed approved systematic synthetic phonics programme.</p> <p>Actions: Re-map whole school phonic intervention provision. Provide leadership opportunities for internal, skill sharing/modelling/coaching/collaborative planning with experienced phonics leads.</p>	<p>EEF (+5) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	<p>1,5</p>
<p>Improve whole school writing outcomes.</p>	<p>EEF Improving Literacy in KS1</p>	<p>1</p>

<p>Actions: Purchase and engage in HAIS writing CPD. Resource high quality texts to support better planning of termly learning journeys. Provide leadership opportunities for internal, skill sharing/modelling/coaching/collaborative planning with experienced writing leads. Engage in school/federation/cluster moderation events. Provide more time for children to practice writing creatively.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Provide consistency in Maths mastery across the school.</p> <p>Actions: Purchase DFE approved Power Maths scheme. Engage in CPD linked to the new scheme. Provide leadership opportunities for internal, skill sharing/modelling/coaching/collaborative planning with experienced phonics leads. Purchase practical resources to support Maths delivery. Fund teacher release time to engage with HAIS network meetings.</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>EEF Improving Mathematics in the Early Years and KS1</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1

<p>Attachment and trauma awareness CPD – an attachment aware school is one where the staff understand the neuroscience behind attachment and trauma that stops vulnerable children from accessing learning.</p> <p>Actions: Extend trauma and attachment informed learning principles into communal spaces. Fund release time for range of stakeholders to attend RAISE training to further enhance our understanding of Neurodiversity.</p>	<p>EEF (+4)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.⁴ For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to strengthen pupil progress meetings to better identify targeted intervention and support for the whole child.</p> <p>Actions:</p>	<p>EEF “Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to 7 11 Heads of House and Tutors monitor and support the attendance, engagement and readiness to learn of PP pupils, (£4,920) wider barriers to learning, such as attendance and behaviour.”</p>	<p>1,3,4 & 5</p>

<p>Team around the child time x 3 meetings annually.</p> <p>School based targeted intervention academic/whole child.</p>		
<p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,5</p>
<p>Trained ELSA/Drawing and talking/sand therapy to support children accessing learning through behavioural issues linked to attachment and social, emotional resilience.</p> <p>Provide high quality in-school mentoring/support for identified pupils.</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	<p>4&5</p>

<p>Staffing structure TA support provided to each class to facilitate a flexible teaching model, where appropriate, and enable teacher led intervention.</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the principles of good practice set out in the DfE's Improving School Attendance advice. This involves training and release time for staff to develop and implement new procedures. Continue to make the best use of the Education and Inclusion team, Attendance champions (Exec head/FLO) to work with our vulnerable families to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance May 2022 Gov.uk</p> <p>“Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families”.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</p>	<p>1, 2, 3, 4, 5</p>

<p>Embed the Trauma Informed Practice approach in school - focusing on our 'mission possibles' and building and maintaining positive, trusting and beneficial relationships with all our children and families – understanding where both targeted interventions and universal approaches can have positive overall effects.</p>	<p>EEF (+4)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.⁴ For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p>	<p>4&5</p>
<p>Ensure all children continue to have access to a wide range of opportunities and experiences (enhanced cultural capital).</p> <p>Ensure all pupil leadership opportunities are fully representative of our school community.</p> <p>Actions: Disadvantaged children have access to 1 free after school club per half term. Financial support for educational trips and visits, including residential.</p>	<p>EEF (+3)</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. Wider benefits such as positive attitudes to learning and well-being have consistently been reported.</p>	<p>3</p>

<p>Ensure all children have plentiful opportunities for physical activity across the curriculum and in enrichment.</p> <p>Actions: Specialist P.E. teacher. Access to sports competitions and events.</p>	<p>Public Health England</p> <p>The importance of physical activity Physical activity has been associated with a wide range of physical health, mental health and learning benefits in children and young people and is central to developing positive health outcomes from birth such as:</p> <ul style="list-style-type: none"> • increased health and fitness • increased muscle and bone strength • healthy weight maintenance • improved sleep • improved psychological and mental wellbeing (including positive self-esteem and lower levels of anxiety and stress) • enhanced confidence and social skills • enhanced co-ordination • improved concentration and learning 	<p>3,4 & 5</p>
<p>Ensure the voice of the disadvantaged child is valued.</p> <p>Actions: School forum with access to a school Gov. All pupil samples contain range of disadvantaged children in its widest form.</p>	<p>Geoff Whitty and Emma Wisby</p> <p>“There is evidence that pupil voice can contribute to improving pupil behaviour and engagement in learning if not attainment”.</p>	<p>5</p>

Total budgeted cost: £60,800

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 2023 to 2024 academic year.

Intended outcome		Impact	
We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.			
KS2 Reading, Writing and Maths EOY Data			
	PP Children achieving EXS	Non-PP children achieving EXS	Difference between PP and Non PP
Reading	75% (6/8 children)	76%	In line
Writing	87.5% (7/8 children)	81%	6.5% Outperformed
Maths	62.5% (5/8 children)	57%	5.5% Outperformed
R/W/M Combined	62.5% (5/8 children)	52%	10.5 Outperformed
KS1 Reading, Writing and Maths EOY Data			
	PP Children achieving EXS	Non-PP children achieving EXS	Difference between PP and Non PP
Reading	50% (2/4 children)	85%	35% Underperformed
Writing	50% (2/4 children)	85%	35% Underperformed
Maths	50% (2/4 children)	92%	42% Underperformed
R/W/M Combined	50% (2/4 children)	85%	35% Underperformed
KS1 Phonics			
	PP Children achieving EXS	Non-PP children achieving EXS	Difference between PP and Non PP
Phonics	100%	96%	4% Underperformed

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
Power Maths (DFE approved)	Pearson
Fred's Teaching	

Further Information

In updating our pupil premium strategy, we evaluated why some activities undertaken last year had not had the degree of impact that we had hoped. We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers, in order to better identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

Finally, as a school, we will continue to focus on keeping things simple, effective, and enjoyable for us all. We will constantly evaluate and refine our practices and approaches and we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.