Nettleham Church of England Aided Junior School Pupil premium strategy statement 2024-2027

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	Nettleham Church of England Aided Junior School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	January 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Full governing body
Pupil premium lead	David Gibbons
Governor / lead	Heather Payne

Funding overview for 2026-27

Detail	Amount
Pupil premium funding allocation this academic year (inc. PLAC, LAC and Service)	£53,680
Total budget for this academic year	£53,680

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will 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.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Lower level of basic skills in numeracy and literacy
2	Self-esteem and emotional/ social issues
3	Lack of visibility of pupil premium children who are not on SEN register/ don't have specific needs
4	Financial limitations on children attending clubs, trips and residential visits

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
The gap between disadvantaged children and non-disadvantaged children closes	KS2 assessment analysis demonstrates a year on year reduction in the gap both in terms of achievement and progress
Interventions with regard to social and emotional aspects of learning have a positive impact on learning	Those children who receive interventions report increased positivity and staff working with them report improved engagement and accelerated progress
Pupil premium children have their needs clearly identified and planned for in lessons.	Individual pupil premium targets are met on review and impact on progress
All children access enrichment activities regardless of income/ financial background	All children receive the same quality and quantity of curriculum enrichment

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: £42704

Activity	Evidence that supports this approach	Challenge number(s) addressed
UPS teacher appointed to work within Year 5 and Year 6 cohort to allow maths and English to be taught in three smaller classes. *£29990.40*	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 2 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.	1, 2, 3

Targeted academic support (for example : one-to-one support structured interventions, learning resources)

Budgeted cost: £ 25166

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions/ educational visits/ music tuition/ maths circle/wandle	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	1, 2,3

	used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that the Year 6 cohort need support to address gaps in maths. We have identified that Reading, maths and Writing within Year 5 has some gaps that could be effectively addressed through intensive tuition We have also identified the Year 3 cohort as needing intervention and therefore will access NTP tutoring for English with SEN children accessing small group provision to narrow the gaps	

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

Budgeted cost: £ *5500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions with regard to social and emotional aspects of learning take place on 1:1 basis delivered one day a week by trained staff *£5500 ELSA 1 day a week*	EEF (+4) 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.	2

Total budgeted cost: £ £60,656.40

(of which £6,976.40 is funded from the main school budget)

Impact of strategy – 2025 - 2026

There were some very positive areas of progress for our pupil premium children in end of KS2 measures, particularly see in writing and combined measures.

	Attainment – End of KS2 2026	
	Pupil premium	All pupils
Reading	77% EXS+	78% EXS+
Writing	69% EXS+	77% EXS+
Maths	77% EXS+	85% EXS+
Combined	62% EXS+	65% EXS+

Using the available progress measures, somewhat complicated by COVID 19, the progress made by pupil premium students was uniformly better than that made by all pupils.

The difference between pupil premium and all pupils in terms progress was as follows:

Reading Pupil premium +13% Writing Pupil Premium +5% Maths Pupil Premium +7%

This data represents a significant area of development with pupil premium attainment rates rising rapidly compared to previous years and the progress made by pupil premium pupils being higher than non pupil premium students.

Impact regarding emotional and self-esteem (ELSA)

The impact of Emotional Literacy Support Assistants (ELSAs) is largely positive, helping children develop crucial emotional and social skills like self-esteem, resilience, and empathy, which leads to better focus, reduced challenging behaviours, improved social skills, stronger school belonging, and better academic outcomes, creating a more harmonious and supportive learning environment for all students.

We are certain that the financial support given to trips and our residential meant that all pupil premium children took part in these at the same level as their peers.

Club attendance:

65% of pupil premium children accessed at least one of our free extra-curricular clubs

84% of non-pupil premium children accessed at least one of our free extra-curricular clubs