

Pupil premium strategy statement

This statement details our school's use of pupil 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	Nettlesworth Primary School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	32% (34 children)
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	September 2024
Date on which it will be reviewed	Dec 2024
Statement authorised by	Donna Lee/Craig Graham
Pupil premium lead	Craig Graham
Governor / Trustee lead	Aaron O'Roarty/Diana Barclay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,860
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	£56,860

Part A: Pupil premium strategy plan

Statement of intent

At Nettlesworth Primary, we believe that teaching and learning opportunities meet the needs of all pupils, including those of our most vulnerable pupils. We ensure appropriate provision is made for pupils who belong to vulnerable groups, ensuring the needs of such pupils are adequately assessed and addressed.

We ensure that these pupils benefit from individualised programmes based on an accurate understanding of what support best suits each pupil. Through this we aim to accelerate progress and overcome barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between those entitled to Pupil Premium Grant (PPG) funding and those who are not.

We focus on high quality teaching and effective deployment of staff to support disadvantaged children.

At Nettlesworth Primary School we intend to support and enable all disadvantaged pupils, whether or not their circumstances meet the criteria for PP funding. Our disadvantaged pupils face specific barriers to reaching their full potential.

At Nettlesworth Primary School, we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied progressive curriculum. High Quality Inclusive Teaching is at the heart of our approach.

Challenges

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

Challenge number	Detail of challenge
1	Communication difficulties (speech and language, writing) Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	High numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, social/emotional difficulties, mental health and attachment needs which impacts upon academic progress.
3	Continue to provide targeted interventions for PP pupils who are more able

4	Some PP pupils are reluctant to read, particularly books, and have poor phonic knowledge to improve reading skills.
5	Too few pupils achieved the expected level of progress in Mathematics at the end of 2023 in KS2.
6	School does not have a nursery and takes children from a number of different nurseries. As a result, children have a range of experiences and any additional support/intervention provided before reaching school age.
7	Social and emotional issues of some PP children impact on their learning and wellbeing.
8	Parental engagement for some Pupil Premium Pupils is not as strong as for other pupils (ie completion of homework and reading at home)
9	Persistent Absence and lower punctuality rates are lower for Pupil Premium pupils than for other pupils, this affects their attainment. Improved attendance through working with parents – explain the impact of taking holiday in term time.
10	Narrow life opportunities, aspirations and enrichment experiences

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
Improved communication (speech, language writing) through using individualised programs run by TAs.	Improved communication (speech, language writing) through the use of individualised programs run by TA (Speech link)
Termly reviews, Parent and pupil SEND reviews and school tracking systems will show accelerated progress for an increased number of children. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with	Higher rates of progress for all children eligible for Pupil Premium

<p>SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage.</p>	
<p>Improved progress/attainment for High achieving PP pupils – target 25% of PP pupils to attain Greater Depth</p>	<p>Improved progress/attainment for High achieving PP pupils.</p>
<p>Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels</p>	<p>Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels</p>
<p>Leading to significant differences between ARE in Maths in comparison with other subjects. Gaps will diminish in 2025.</p>	<p>Too few pupils achieved the expected level of progress in Maths at the end of 2023 in KS2.</p> <p>Some pupils underachieve as a result of persistent absence, some historic, which is a barrier to learning. For some pupils, low self-esteem and levels of resilience can make good progress challenging.</p>
<p>An enhanced transition to enable rapid progress from lower starting points.</p>	<p>An enhanced transition to enable rapid progress from lower starting points</p>
<p>Staff who have been trained to identify and diminish impact of social and emotional barriers through mental health first aid will continue to work with pupils who have anxiety issues</p>	<p>A TA is trained in mental health first aid works with staff to identify pupils who will benefit from intervention. She then works with pupils to diminish impact of emotional barriers so that attainment of children with emotional problems improves. Improve the social and emotional wellbeing of identified</p>

	pupils, and, as a result, positively impact on pupil attainment and progress
Increased parental engagement opportunities so increased links between home, school and community	Develop support for parents so they can support their children
Increase of percentage totals for those in receipt of Pupil Premium funding and a decrease of those who are considered persistent absentees	<p>There will be an overall increased attendance percentage for Pupil Premium children and a smaller percentage of Pupil Premium children considered as persistent absentees</p> <p>Improved attendance through working with parents – explain the impact of taking holiday in term time.</p>
Staff to provide life experiences linked to topics, through pupil improvement plan, rights respecting council and staff, develop enrichment experiences for children across the curriculum.	<p>Each class to provide individual experiences linked to topic, Rights Respecting Council and use of Pupil Improvement plan and staff to develop enrichment experiences for children across the curriculum</p> <p>Money / budget to be used supplement and enhance educational visits and experiences across year groups, and to further target wider identified curriculum resources for Pupil Premium children across a variety of curriculum areas in order to aid children's understanding, knowledge and key skills development</p> <p>Increased participation in extracurricular activities to widen opportunities or opportunity to access breakfast club</p>

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: £26,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual support by class teacher or TA</p> <p>See year data</p>	<p>EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and TAs and when interventions are planned and have the right approach)</p> <p>Research states (EEF) that early intervention and daily activities will on average improve progress between four and 6 months, resulting in positive impacts on early learning outcomes.</p>	1
<p>Designated Pupil Premium Teaching Assistant in liaison with class teachers to identify and target pupil premium children for initiatives and to monitor progress.</p> <p>SENDCO/DHT to work closely with Designated Pupil Premium Teaching Assistant to identify and support Pupil Premium Pupils</p> <p>Booster classes for Year 2/6 children</p> <p>A published Pupil Premium Strategy outlining how we will spend Pupil Premium</p>	<p>Year 3, Year 4 and Year 6 cohorts have identified a trend of the gap between Pupil Premium and Non-Pupil Premium due to the fact that these pupils also have SEND.</p> <p>1:1 and small group learning will be effective in these classrooms, as suggested by the evidence in the EEF Toolkit.</p> <p>Pupil's books and intervention records will allow reactive changes to be made and the redeployment of resources where required.</p>	2

<p>funding. Within this outline how research supports spending from the DFE, NFER and EEF to promote effective teaching and learning.</p> <p>Leaders and Governors in school will analyse the impact of spending for Pupil Premium children</p> <p>Leadership team will focus on tracking these children through data, lesson observations, pupil progress meetings, pupil conversations and book scrutiny.</p> <p>Children in their cohort will make progress from their starting point.</p> <p>Additional 1 to 1 support within the classroom provided by a designated Pupil Premium Teaching Assistant</p> <p>£21 000</p> <p>Release time for middle/senior leaders to monitor progress within their particular subject.</p> <p>Teachers/Teaching Assistants working closely together to ensure that children make at least good</p>		
---	--	--

<p>progress from their starting points.</p>		
<p>Release time for Subject Leader-opportunities to monitor problem solving and shared practise with schools in local area</p> <p>Access to quality CPD-Opportunities for all staff</p> <p>Subject Leader to participate in County Durham CPD opportunities and shared Moderation</p> <p>£1101</p> <p>To provide 1-1 support (Qualified teacher + Pupil) to accelerate progress and boost attainment for high achieving pupils</p>	<p>In the UK, four recent evaluations of one to one tuition interventions found average impacts of between three and six months' additional progress, suggesting that positive impacts can be successfully replicated in English schools.</p> <p>EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress</p>	<p>3</p>
<p>Individual reading support Lexia reading program</p> <p>Lexia funded by COL</p> <p>Teachers/Teaching Assistants working together to provide quality first teaching</p> <p>Opportunities for staff to learn from each other, complete learning walks</p>	<p>Research into LEXIA as an effective resource to support the development of reading and spelling.</p> <p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/sym-</p>	<p>4</p>

<p>and team teaching opportunities.</p> <p>Lesson observations/Work Scrutinies</p> <p>Cohort tracking and data analysis</p> <p>£4000</p>	<p>bol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Sounds write is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p>	
--	--	--

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

Budgeted cost: £9,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Before and after school groups for targeted pupils</p> <p>Booster support groups on a weekly basis</p> <p>1:1 support for targeted pupils</p> <p>Additional Teaching Assistant to support maths across the curriculum</p> <p>Teacher for booster sessions twice a week.</p> <p>£1945</p> <p>Qualified supply teachers familiar to our school delivering private tuition for two days a week for identified children as appropriate.</p> <p>Communication time between tutor and class</p>	<p>Work Scrutinies for Maths will demonstrate how much children are achieving at the expected level.</p> <p>These will also ensure that the children are being provided with quality making and feedback, which as stated within the EEF Toolkit, ensure that the right level of challenge is being given – the children will have the opportunity to move their learning on.</p> <p>EEF toolkit suggests that small group tuition is effective and, as a rule of thumb, the smaller the group the better</p> <p>Research shows that Individual learning programmes can improved - EEF toolkit</p> <p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which</p>	<p>5</p>

<p>teacher. communication time between tutor and class teacher.</p> <p>£5220</p>	<p>suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</p>	
<p>Nursery/home visits, meetings with nursery staff to discuss individual needs, prospective parents evenings, getting ready for school meetings, Teddy Bear's Picnic, school lunch trial, individual parent meetings in Autumn Term</p> <p>Weekly toddler sessions</p> <p>Almost half of children entering Reception were below or significantly below in Reading. On average, 40% of children were below or significantly below in communication and language and PSED</p> <p>Release time/supply cover/TA cost: Cost: £2000</p>	<p>A case study published by the Department for Education (Good Practice in Early Education) stated that 'To support smooth transitions into settings, staff identified features of good practice in relation to three broad areas – gathering information about the child and using this effectively; providing support to parents; and helping the children to settle</p>	<p>6</p>

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

Budgeted cost: £ 21,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialised CPD for School Mental Health First Aider and HT, including participation in 'Mental Health Trailblazers' program.</p> <p>Continued specialised mental health trained teaching assistant to be available and increase to 5 afternoons per week to provide emotional wellbeing support.</p> <p>Use of computing to help produce some online resources for website</p> <p>Use of educational psychologist, counselling services to provide additional support to vulnerable families within the home environment and within school</p> <p>£1000</p> <p>£3000 contribution to COL (subsidised)</p> <p>£2640 for key staff member to be in Breakfast Club and on site to provide intervention for children and families before the school starts.</p> <p>Sacrison Youth Project Family Well Being Co-ordinator on site once a</p>	<p>Intervention programme based on research showing positive impacts.</p> <p>Reduction in impulsive emotional behaviour – monitor behaviour Improved concentration in lessons resulting in accelerated progress.</p> <p>Decrease in parent concerns regarding individual children</p> <p>Research has stated that, pupils will learn most effectively and make most progress when other issues have been addressed. Improving the children's overall emotional and mental health.</p>	<p>7</p>

<p>week to work with targeted families.</p> <p>Additional support from educational psychologist, counselling services</p> <p>CPD and support provided by Alliance staff has ensured targeted and specialist support has been accessed by children who require it.</p>		
<p>Staff CPD of how to support parents</p> <p>£325</p> <p>Support with targeted families</p> <p>Additional support with homework activities in a small group setting</p> <p>£1600 resource allocation towards yearly subscription of an Anomaly Screen</p> <p>To engage with parents on children's learning so they can understand and can support children at home</p> <p>Work with referred families on individualised issues which impact upon the child's abilities to access education</p>	<p>Increase in children completing homework activities, as this will provide the opportunity for the children to consolidate their learning.</p> <p>Children's wellbeing is increased as they can show parents at home and thus improving the resilience and mind set of the child's approach to their learning at school.</p>	<p>8</p>

<p>Support work with parents.</p> <p>Provide a specifically targeted Homework after school club exclusively for Pupil Premium children which enables them to receive additional support in a small group setting.</p>		
<p>Monitor attendance on a weekly basis</p> <p>To provide teachers and subject leaders pertinent cohort tracking and attendance information which can be used to deliver appropriate curriculum content.</p> <p>H/T and School Secretary to contact parents by telephone call if they haven't contacted school by 9.30am, on a daily basis, to explain absence</p> <p>Attendance phone calls, on a monthly basis, to families who are below the 96% target</p> <p>Letters to arrange meetings for those who fall below 90% on a half termly basis</p>	<p>Attendance figures from SIMS will be shared and celebrated with children and parents. This will be adopted as a whole school approach as a way to improve attainment and progress.</p> <p>Continued communication with parents, through newsletters and texts message to ensure that they are aware of any changes to routines or assessment.</p>	<p>9</p>

<p>Certificates and prizes given to children who has 96%+ and 100% attendance on a termly basis.</p> <p>Breakfast club staff to monitor attendance, punctuality and encourage healthy breakfast habits</p> <p>Certificates and prizes given to children who have 96%+ and 100% attendance on a termly basis</p> <p>£600</p> <p>SENDCO to support families and conduct home visits/parents workshops</p> <p>Breakfast club from 8am each morning, 2 key staff and breakfast.</p> <p>£6100</p> <p>Additional wages covering breakfast club and homework club.</p> <p>£600</p>		
---	--	--

<p>Additional Resources for engagement in breakfast club</p>		
<p>In order to stimulate learning, teachers should plan for opportunities for children to have individual learning experiences through trips, visits etc</p> <p>All teachers to plan for the beginning of their topics to promote the learning</p> <p>Cost of trips and visitors £3229</p> <p>Cost of transport to visits £2129</p> <p>Cost of releasing staff to supervise on visits £371</p>	<p>The adopted mind set an ethos ensure that they children have their own pupil voice. This will positively impact on self-esteem and the perseverance which they children show in their learning.</p> <p>Evidenced by quality of resources available to pupils. Evidence in the range of experiences / visits being offered to children across a variety of year groups within school resulting in an improvement in the quality of work within Literacy and Numeracy.</p> <p>Research shows that pupils who have not participated in an after school club by the age of 9yrs are very unlikely to ever participate.</p>	<p>10</p>

Total budgeted cost: £56,860

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.

<u>EYFS</u>	<u>GLD</u>		<u>Target where set</u>	<u>Attainment</u>	
	Pupil Premium	Cohort No: 3 Each child = 33.3%	33.3% 1/3	0% 0/3	
<u>Year 1 Phonics Check</u>			<u>Attainment</u>		
Pupil Premium	100%	6/6 children	100%	6/6	
Year 2	Reading	Writing	Maths	SPAG	RWM

SAT results	Expected level Higher Score	Expected level Greater Depth	Expected level Higher Score	Expected Level Higher Score	Expected level Higher Score N
Pupil Premium Cohort No: 5 Each child = 20%	60% 0%	60% 0%	60% 0%	60% 0%	60% 0%
Year 6 SAT results	NA 73% Reading Expected level Higher Score	NA 71% Writing Expected level Greater Depth	NA 73% Maths Expected level Higher Score	NA 72% SPAG Expected Level Higher Score	59% RWM Expected level Higher Score
Pupil Premium Cohort No: 8 Each child = 12.5%	62.5% 25%	87.5% 12.5%	75% 12.5%	75% 33.6%	62.5% 0%

Standardised assessments completed in July 2024 indicate that 100% pupil premium children made expected progress in writing, maths and SPAG.

Strategies used in 2023-24 were successful and so the school will continue to use some of these approaches.

Teaching Strategies

Baseline assessments were completed in September and Autumn Term assessments showed progress for all Pupil Premium children. Interventions were reviewed. Data analysed for targeted children to measure impact. Attendance continually monitored and analysed for key trends. HT and Attendance Team worked with targeted families to improve attendance of disadvantaged pupils. Case studies were completed of identified children. Targeted support in Maths and English were put in place and two after school catch up sessions were given to Year 5-6 children. Weekly assemblies held to celebrate success and weekly updates published on school website. Updates published in parent newsletters. Improvement was continually seen in punctuality and children were in school ready for challenge/Maths time. Test Base Resources-teachers have continued to use them to tailor to pupil's individual needs. Progress and cohort tracking monitored. Observations and work scrutinies completed. Shared practise with Great North Maths Hub. TT Rockstars Number Bonds are well established. TT Rockstars continues to have impact on developing confidence. Middle/Senior leaders attended network meetings relating to their particular subject and are released to work with specialist subject teachers at Central/Bothal Primary Schools. Pupil Progress meetings were held, cohort tracking/data analysed and action plans put in place. Individual learning plans/Support Plans were monitored to ensure impact

Assessments completed in Spring Term showed progress for all Pupil Premium children. Parent/Carer meetings were delivered and Interventions reviewed. Data analysed for targeted children to measure impact. Attendance continually monitored and analysed for key trends. Whole School Attendance to continued to increase. Shared practise with Great North Maths Hub continued. Numeracy lead delivered CPD to staff on variation in maths. TT Rockstars Number Bonds continue to be well established. TT Rockstars continues to have impact on developing confidence. Middle/Senior leaders continue to attend network meetings relating to their particular subject and are released to work with specialist subject teachers at other Primary Schools. Pupil Progress meetings were held, cohort tracking/data analysed and action plans in place. Individual learning plans/Support Plans were monitored to ensure impact. Lesson observations/work scrutinies completed. DHT monitored and tracked Pupil Premium children in liaison with HT.

Our Pupil Premium Strategy was reviewed, updated, shared with designated Pupil Premium Governors and was available on website. Pupil Premium records were up dated to include all of the eligible children.

All teaching staff were aware of the interventions that every children was entitled to.

All children were reassessed and new interventions had been established according to their specific area of need.

Moderation of English and Maths learning was completed to ensure that the children were making expected or above progress through our Quality First Teaching approaches.

Going forward evidence that was gathered must be relevant to the intervention required by the individual child.

Progress was monitored and 100% of the children entitled to Pupil Premium funding had made expected or more than expected progress over the Spring term.

SMART targets had been set for the Summer term and intervention noted and resources put in place.

Adopting an inclusive environment for all areas of our curriculum is essential to develop the needs of all our children. Our staff ensured that appropriate provision was made for all groups of children who belonged to vulnerable groups.

The Head Teacher, in liaison with the Pupil Premium Lead, compiled and wrote the Pupil Premium Strategy and shared it with the whole staff. Members of staff offered appropriate amendments to ensure all areas of the desired outcomes were met. The Pupil Premium Lead then wrote an Action Plan to ensure the desired outcomes were achieved. This was then shared with all staff during a staff meeting. The strategy was reviewed each term.

All teachers have a Pupil Premium file that clearly highlights all appropriate information of vulnerable children within their class. All staff are responsible for collating evidence for each child and continuously updating their files. The Pupil Premium Lead monitors the files half termly. This is very much a working document and staff should utilize this to ensure an inclusive provision for our PP children.

The pupil Premium Lead tracks the progress of each vulnerable child and creates an overview for each file (Termly).

We continued to use DB Primary to upload homework on a weekly basis. Paper copies are also distributed in class. Our children are encouraged to communicate with their teachers and Head Teacher, as well as emailing and blogging their peers using our DB platform.

The Pupil Premium Lead liaises with the Inclusion Lead to devise appropriate Intervention groups to ensure progression to diminish the gap in learning.

Intervention groups include:

- Phonics
- Reading
- Maths
- Lego Therapy
- Breakfast Club

- SAQ

Each teaching assistant maintains an intervention file as a working document. These files are monitored every two weeks, and the progress of the children discussed with development points offered. The Pupil Premium Lead monitors the progress of the vulnerable children within these intervention groups.

Pupil Premium Lead, in collaboration with the Intervention Lead, delivered CPD to Teaching Assistants who deliver interventions to Pupil Premium groups, concentrating on activities, methods of recording, and introduction of website page dedicated to PP. Intervention Lead monitors progress through informal meetings weekly – a superb working ethos has developed with all parties tracking pupil progress through continuous formative assessment.

In school, learning walks and scrutiny of work were carried out, with constructive feedback given in order to enhance the planning, resourcing, teaching, evaluating and assessment, focusing on Pupil Premium children.

Targeted Intervention

Regular assessments were made throughout the year, children were identified and tutoring was taking place weekly to provide targeted support. Daily interventions were also taking place with targeted children. We worked closely with Selby Cottage and other nurseries to enable smooth transition of some of our new reception children. We updated our transition page for new starters parents. Our EYFS Lead continued to establish links with local nurseries

Work Scrutinies of targeted work given by tutors show excellent progress in all children.

EYFS Lead arranged visits with Sacriston Youth Project toddlers to engage parents/carers/toddlers in getting ready for school, support in reading and preparation.

Using the Pupil Premium money, intervention tutors were employed to deliver literacy and numeracy to targeted PP children to diminish the gap and raise self-esteem. Intervention files are kept, recording the progress of each child during each session. Informal discussions occur weekly between the intervention teacher and the class teacher, as well as monitoring and scrutiny each half term.

Wider Strategies

Pupil Progress Meetings were continuously held throughout the year. NSCG organised successful Halloween Treats and Christmas Party for the children. Harvest Festival was watched by many parents. Christmas Productions and a Christingle Service was watched via production of CD'S engaging families and the community. Increased Early Help involvement with identified families. Cornerstones Curriculum continued to offer parents opportunities to celebrate children's work in expression time. Progress of individuals tracked through liaison with Early Help, Breakfast Club and homework club. Anomaly has mental health content displayed on our screens. The school environment can have a significant effect on a young person's mental health. Anomaly provided content that equips children with the understanding they need to process their mental health and the compassion they need to help others. The unique, outdoor system can help schools, community cohesion, global citizenship and parent communication, whilst addressing the important issues in young peoples' daily life. The content

on the board also promotes ways in which parents can help their children with learning and homework etc. Attendance continually monitored and analysed for key trends. Attendance continued to increase. Case studies of identified children. Weekly assemblies held to celebrate success and weekly updates on school website. Updates published in parent newsletters. Improvement in punctuality and most children in school ready for challenge/Phonics time

Cornerstones Engagement organised to enable enriching experiences at school and outdoor trips.

Mental Health and Well-Being support was in place for targeted children and families. Staff and pupils had peer mentoring training in Autumn term and trained peer mentors were implemented.

Safer Internet Day Coffee Morning, KS1/2 SATs and Phonics Screening meeting with parents took place. Support in place for identified families. Whole school community addressed attendance as a key step to improved attainment- letters to parents, teachers monitoring class attendance and School Office, shared success on website and in assembly. Attendance policy updated and Action plan updated. Attendance analysed and support in place for identified families. Easter Egg Competition took place. Nettlesworth School Community Group meetings were held to raise additional opportunities for children- Springtime Disco, Easter Egg Prizes. Website updated with resources for parents linked to SEND, E-Safety, SATs, Curriculum. Increased number of PP children accessed Homework club. Anomoly Board was continually updated and promoted ways in which parents could help their children. Class 2/3 Trip to Hall Hill Farm and Washington Wetlands to enhance experience/skills of environmental Science. Increased subsidised trips and experiences took place to enhance engagement and mental well being including Year 2 to Newcastle Keep, Adam Bushnell whole school engagement, Year 3/4 Beamish Museum. Peer Mentor Mental Health Timetable in place and fortnightly meetings held with trained staff and peer mentors.

Additional incentives were offered to our most vulnerable children with a working visit from our favourite author Adam Bushnell: he delivered outstanding literacy work in the school grounds to inspire our children.

Teachers strategically plan, pitch, differentiate and deliver all lessons to ensure maximum progress is achieved in an inclusive environment. First-hand experiences are offered during each topic where the children can develop knowledge and skills through their new Cornerstones Curriculum.

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
Time Table Rockstars	Maths Circle
Numbots	Maths Circle
Lexia	Lexia
DB Primary	DB
Nessy	Nessy

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?	

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2024 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		

Wider Strategies		

Further information (optional)

Additional activity Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. These include:

- offering a wide range of high-quality extra-curricular activities to boost pupil wellbeing, behaviour, attendance and aspiration.
- activities that focus on building key life skills

Planning, implementation, and evaluation We have used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work best for our school. We will continue to use it through the implementation of this whole school strategy.

In planning this pupil premium strategy, we have evaluated why activities we have undertaken in previous years have not had the degree of impact that we had expected. We will also commission a pupil premium review in order to get an external perspective of school provision.

We have used evidence from a wide range of information and our key strategic priorities, all have implementation plans running in the background. This will enable us to have a robust framework for evaluation and measure impact. If required, we will adjust our plan over time to secure better outcomes for our pupils.

We have worked with Durham County Council, NACE and Government Events, looking 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 have also looked at studies about the impact of the pandemic on disadvantaged pupils. These have all influenced the content of our 3 year Pupil Premium Strategy.