

## Pupil premium strategy statement – Nether Edge Primary

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Nether Edge Primary
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	126 (27%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	M Nott
Pupil premium lead	S Ahmed
Governor / Trustee lead	Adlah Abu Ghazaleh

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,768
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£166,768

# Part A: Pupil premium strategy plan

## Statement of intent

At Nether Edge our intention is for all children, no matter what their background or challenges they face, to make progress in their learning and achieve well across the curriculum. Our pupil premium strategy focuses on supporting all pupils but specifically our disadvantaged pupils to achieve and make good progress irrespective of their current academic attainment.

We acknowledge that vulnerable pupils also face different challenges. Therefore in this statement we address how we intend to support the need of these children regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. Our teaching and learning model is based on educational research to ensure teaching is consistent and highly effective for all children.

We know that quality first teaching and adaptive teaching both benefit all children in our school. We support all children to keep up, not catch up, with their peers and strive to close the disadvantaged attainment gap. It is the intention that non-disadvantaged pupils' attainment is sustained and improved alongside progress for their disadvantaged peers.

We target individual pupils through a robust intervention model, delivered by highly skilled members of school staff. Interventions may be based around teaching and learning or to support mental health and wellbeing.

Our approach is responsive to challenges and emerging needs within the school community as well as the ongoing difficulties faced by families during the cost of living crisis. We are at the heart of our community and positive relationships mean that we know individuals and their families well. This allows us to respond to the emerging needs of individuals appropriately.

We tailor our response to the needs of individuals, so they receive the support they need, exactly when they need it.

### **Our ultimate objectives for our pupil premium pupils are:**

- ✓ For disadvantaged pupils to perform at least in line with their peers.
- ✓ To improve attendance and punctuality to ensure all pupils are present, prepared and ready to learn.
- ✓ To support the mental health and wellbeing of our most vulnerable families and ensure they access the support they need quickly.

**We aim to achieve these objectives by:**

- Closely monitoring achievement and supporting those falling behind with targeted interventions led by highly trained staff.
- Supporting teachers and support staff by providing outstanding training, CPD and coaching.
- Building strong relationships with all disadvantaged families to ensure there is daily dialogue. This will mean relevant support is accessed as quickly as possible.
- Providing financial support for trips and residentials so pupils are not missing out on these invaluable aspects of learning.

*Ultimately we want all children to have the best possible start in life and by providing outstanding teaching, additional support for families and being aware of difficulties around mental health and wellbeing, we believe this can be achieved at Nether Edge.*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Outcomes in maths</b> Disadvantaged pupils have previously underperformed in maths and this is an ever improving picture. In order for this to continue, mathematics remains a focus for all pupils but particularly those who are disadvantaged.
2	<b>Early reading</b> Assessments and in school monitoring in recent years show that disadvantaged pupils have greater difficulty reaching and maintaining a good level of phonics. Although this picture is improving, early reading remains a focus for all pupils but particularly those who are disadvantaged.
3	<b>Attendance</b> Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a wide range of factors, but negatively impacts attainment and progress.
4	<b>Oracy</b> Early assessments show that children start our school with lower than expected skills in communication and language. Underdeveloped oral language skills and vocabulary gaps make it difficult for some children to express themselves. This is more prevalent in our disadvantaged children.
5	<b>Mental health and emotional wellbeing</b> Our records show that pupils emotional resilience is not as high as it has been previously. Some pupils are less able to regulate their emotions and are

	needing much more additional support with this. We are finding that the children who require the most support, are those who are disadvantaged.
6	<b>Accessing enrichment</b> Our records indicate that in recent years, the number of disadvantaged pupils attending additional enrichment such as after school activity clubs and residential is lower than that of their peers. A lack of engagement in these activities can negatively impact pupils physical and mental health. It can also result in poor team work skills and issues around friendships and behaviour.

## 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
For all disadvantaged pupils to make progress in line with their non-disadvantaged peers in maths.	<ul style="list-style-type: none"> <li>• KS2 disadvantaged pupils will have strong foundations from KS1 and Early Years on which to build their knowledge of number and mathematical skills.</li> <li>• Designated whole staff training days will be spent analysing individual progress against individual targets, specifically focusing on disadvantaged pupils.</li> <li>• 1:1 and small group interventions will target those disadvantaged pupils who need additional support to consolidate their mathematical skills.</li> </ul>
Disadvantaged pupils in Reception and KS1 will make good or better progress in reading.	<ul style="list-style-type: none"> <li>• Reception and KS1 disadvantaged pupils will be secure in their acquisition of phonics and will be able to use this to read fluently.</li> <li>• Phonics teaching is secure and pupils are frequently assessed to ensure they are accessing the right level of learning.</li> <li>• Designated whole staff training days will be spent analysing individual progress against individual targets, specifically focusing on disadvantaged pupils.</li> <li>• Targeted 1:1 and small group work will support Reception and KS1 disadvantaged pupils to make rapid progress to meet at least expected standards in reading.</li> </ul>
Attendance for all disadvantaged pupils increases. Percentage of persistently absent disadvantaged pupils will be at least in line with their non-disadvantaged peers.	<ul style="list-style-type: none"> <li>• A strong attendance team will work closely with families to ensure pupil premium attendance is above 95%.</li> <li>• A strong understanding of 'red flag' pupils will be present in all staff and attendance will be monitored daily.</li> <li>• Communication with parents will be strong and where appropriate, Early Help referrals will be made to support those in need.</li> </ul>

	<ul style="list-style-type: none"> <li>• Persistently absent disadvantaged pupils will be closely monitored, supported and where necessary, reported to the Sheffield City Council attendance team.</li> </ul>
Pupils' oral language, vocabulary and communication skills will improve.	<ul style="list-style-type: none"> <li>• An Oracy Approach is implemented across school.</li> <li>• All staff recast incorrect use of language and have high expectations of all spoken interactions.</li> <li>• Reading interventions are targeted and focus on vocabulary acquisition and prosody.</li> <li>• Other interventions for vulnerable pupils have elements of speaking and listening, along with turn taking.</li> <li>• A number of disadvantaged children are offered a place in LAMDA (an after school club) which increases confidence in speaking and listening and participants take part in externally moderated exams. Children who pass receive a nationally recognised qualification in speaking and listening.</li> </ul>
Staff in school will be able to identify, engage and action interventions when a pupil or family is in need of support.	<ul style="list-style-type: none"> <li>• Members of the staff team will be trained in a variety of courses aimed at supporting both adults and children. This includes: mighty minds, trauma training and the zones of regulation.</li> <li>• DSL will be aware of and be able to support families with accessing benefits etc through help from local agencies and charities.</li> <li>• Pupils or families who are presenting with additional needs are quickly identified and appropriate support is offered.</li> <li>• Disadvantaged pupils feel happy and safe in school.</li> <li>• Parents are supported financially where needed for trips and residential.</li> <li>• An in-school Educational Mental Health Practitioner is working in school to support the needs of identified pupils.</li> </ul>
Disadvantaged pupils are given opportunities to access additional enrichment within school and offered places at activity clubs and residential for free or at a discounted price.	<ul style="list-style-type: none"> <li>• Numbers of disadvantaged pupils at after school activity clubs increases in line with their peers.</li> <li>• All disadvantaged pupils are given the opportunity to access high quality enrichment activities at lunchtimes.</li> <li>• All disadvantaged children take part in at least one residential throughout their time at Nether Edge.</li> </ul>

## 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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued access to <b>resources</b> for a Maths scheme to support mathematical reasoning.	<p><b>Maths – No problem!</b></p> <p><i>Primary Series was assessed by the DfE's expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery. As a result, the MNP Primary Series are recommended textbooks for schools on the mastery programme</i></p> <p><a href="https://mathsnoproblem.com/en/products/bundles-for-schools/">https://mathsnoproblem.com/en/products/bundles-for-schools/</a></p> <p>Data is showing an improvement in maths since the implementation of this scheme in 2021/2022. We are still aiming for an upwards trajectory for all pupils, especially those who are disadvantaged.</p>	1
Continued implementation of a maths scheme to support pupil's mathematical fluency	<p><b>Assertive Mentoring</b></p> <p><i>Assertive Mentoring is a fully-resourced and revolutionary, whole-school approach to teaching and learning. It ensures <b>consistent practice, accurate assessment, focussed teaching and relevant interventions</b>. Schools across the country are finding that this results in <b>pupil empowerment, accelerated learning</b> and <b>dramatically higher standards</b> with amazing speed.</i></p> <p><a href="https://www.primaryassertivementoring.com/what-we-do/">https://www.primaryassertivementoring.com/what-we-do/</a></p> <p>This is a programme developed to support pupil's knowledge of number and mathematical fluency. The implementation of the skills check highlights common misconceptions or areas of focus leading to tightly planned retrieval practise and future lessons. They also guide the focus of interventions.</p> <p>Assessment and teacher knowledge has highlighted pupils who are not fluent and confident with number facts and recall. As a result the implementation of the scheme aims to address this.</p>	1

Regular <b>training</b> for all staff delivering Read, Write, Inc phonics.	<b>EEF guide to pupil premium</b> <ul style="list-style-type: none"> <li><i>Teaching (including CPD) should be a top priority in pupil premium spending.</i></li> </ul> <p>Continuous professional development ensures staff are up to date with new developments and their teaching of these subjects is secure. Regular refreshers will be needed throughout the year, as well as training for any newly appointed staff.</p> <p>Individual check-ins with those leading maths groups occur regularly so that targeted support can be offered as needed.</p>	2
Regular <b>support</b> and <b>training</b> for all staff delivering the Maths intervention groups		1,2 and 4
<b>CPD</b> sessions for all staff to secure understanding of pupil premium children and potential barriers to learning.	<p>CPD sessions will also be needed to refresh teachers on some of the barriers pupil premium children face. This is ever changing and updated training will be required regularly.</p> <p>CPD sessions are adapted if required based on needs and potential barriers. The needs of pupil premium children are considered at the forefront when planning and adapting teaching, along with data analysis.</p>	All

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured 1:1 and small group Maths interventions delivered by the DHT, trained teachers and support staff.	<b>EEF guide to pupil premium</b> <ul style="list-style-type: none"> <li><i>Linking structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy</i></li> </ul> <p>The smaller group sizes enables the adult to focus attention on their specific needs. This kind of intensive support is proven to ensure effective progress.</p> <p>More recently, we have noticed an increase in the number of disadvantaged children falling further behind their peers. Small group interventions will be an essential tool to ensure rapid progress is made for all.</p>	1
Structured 1:1 and small group Phonics interventions delivered by trained teachers and support staff.		2 and 4
Structured 1:1 and small group interventions delivered by support staff to support additional needs.		1, 2 and 4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to monitor, record and challenge absence daily.	Historical attendance data at Nether Edge shows that high quality monitoring is needed daily to improve attendance, specifically for pupil premium children.	3
Attendance and Attendance Lead (AHT) to conduct home visits to all children who are absent and who are on the vulnerable list.	Due to circumstances in some households, home visits are a very effective way to target persistently absent children at Nether Edge. Due to an increase in home visits by staff, attendance for our more vulnerable children is increasing.	3
Attendance Officer and Attendance Lead (AHT) to meet with families half termly and put interventions in place where needed	Half termly meetings are needed between staff and parents to identify barriers to attendance and where relevant access the correct support. Individual plans for our most vulnerable children support them to reach their attendance targets.	3
Structured 1:1 and small group nurture interventions delivered by highly trained staff.	<p><b>EEF guide to pupil premium</b></p> <ul style="list-style-type: none"> <li><i>Linking structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy</i></li> </ul> <p>More recently, we have observed an increase in children displaying some behavioural challenges, as well as some showing mental health difficulties such as anxiety and stress. 1:1 group work in a nurture setting is already helping these children feel more confident when attending school and taking part in classroom learning. This is a responsive method and children will take part for as long as needed. Similarly any new children identified will be included within the sessions.</p>	5
At least 1 block of funded extra-curricular activities for each child, plus funded educational and residential visits	EEF: Social and Emotional Learning + 4 months	5 and 6
Funding for staff to dine with vulnerable children at lunchtime to support the development of social skills and conversation around the table	<p>EEF: Social and Emotional Learning + 4 months</p> <p>Reinforcement of oracy skills</p>	2, 3, 4, 5

**Total budgeted cost: £157,140**





## 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.

Our end of year KS2 assessments for 2023/24 showed that by the end of Summer Term 2024, our disadvantaged pupils were exceeding or at least in-line with their non-disadvantaged peers in all areas.

In our KS1 phonics screening check, the percentage of disadvantaged pupils was higher than the overall percentage of those who passed.

At all assessment points, we analyse our data and have a spotlight on pupil premium children. This means we are able to identify any gaps and address when pupil premium children are not making progress in-line with their peers. We rapidly put plans into place to address this gap.

During 2023/24 attendance for pupil premium children was higher than that of previous years. Raising attendance for all but crucially for our disadvantaged pupils, is a key pillar of this year's strategy as more focused work needs to be done with our families as overall pupil premium attendance is below that of their non-disadvantaged peers. Initial findings have shown that building strong relationships and developing secure support networks with all our pupil premium families does make an impact in relation to attendance.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted since the pandemic. This has continued into this academic year, with more families than ever needing help. 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.