

Pupil Premium Grant 2020 – 2021

£44,385 (Sept 20)


Reviewed: July 2021




“One in four children in the UK grows up in poverty”.




Effective classroom strategies for closing the gap in educational achievement for children and young people.

How has the allocation been spent?

Each desired outcome cannot be explored, as an isolated unit of learning; it is in fact impacted upon by the whole learning community and the cultural practice of our community. We support pupils receiving PPG funding beyond a remedial approach, the majority of funding will be spent on people for universal specialist support. Additionally we wish to fund experiences, which PPG pupils may not otherwise be able to access such as off-site visits, study support and specialist visitors. Resourcing is first class and promotes learning in every area. The challenge is to use the funding to the benefit of the most vulnerable children whilst maintaining it as an inclusive initiative, which involves the whole community.

Potential barriers	Success Criteria, overcoming barriers	Expected Impact <i>All data refers to pupils receiving pupil premium grant.</i>	Most recent RAG rating
Improving FSM attainment 	<p>In 2020-21 we maintain our targeted groups, including Phonics, small 1-1 reading, Switch on Reading and Writing and small group TA interventions. (See Catch Up Premium Plan 2020-2021)</p> <p>Our school has agreed academic priorities and a shared determination to provide excellent progress for every child across the curriculum. Pupils in receipt of PPG are not treated as a homogenous group.</p> <p>Online remote learning opportunities will be freely available on our website for parents to support their child with home learning including TT Rockstars, Numbots, Purple Mash, Monster Phonics and White Rose Maths.</p> <p>The use of Evidence Me and weekly phone calls with parents will enable staff to support</p>	<p>Achievement is expected to be enhanced in F2, Yr1 and Yr2 due to quality first provision in the classroom and support for parents at home. Well-planned, progressive and high quality learning will have a positive impact on attainment.</p> <p>Expected impact: Parents feel fully supported by staff with Remote Home learning and that pupils are able to make maximum progress. Pupils in receipt of PPG make progress equal to or exceed the cohort as a whole.</p>	Improving the progress of pupils in receipt of PPG will be a target for 2021-2022

	them with learning at home, and identify any IT support and loan of devices they may require.		
Reducing gaps 	Provide small 1:1 support via high quality provision, increasing Teaching Assistant provision with the intention of improving adult: child ratios and increasing action and interactions to accelerate progress: mathematics, writing, talking and phonics groups will all be taking place. There are a number of key intervention programmes available in 2020-21.	Based upon tracking data each child will access intervention programmes relevant to need. Expected Impact: As a result, any gaps will be identified and individual progress will be enhanced in order that pupils make at least good progress,	Interventions indicate good progress across school
Improving attendance 	Maintain rigorous monitoring. A bespoke creative curriculum encourages good attendance. The Attendance Lead has put in place a range of systems and strategies to ensure a proactive approach in relation to improving attendance. Continued provision of a dedicated Attendance Lead in September 2020 is intended to enhance pupil attendance and support for families	The Attendance Lead will enable a clear focus on providing aid to families in difficulty. Expected impact: PPG attendance will be maintained and potentially exceed 96%. This was achieved in 2018-19 (12.07.19).	Due to COVID this has been exceptionally difficult to monitor and action
Improving behaviour 	New behaviour reward systems will ensure a consistent approach across school. Pupils' social emotional health to be enhanced via targeted THRIVE behaviour therapy: Therapeutic Play, Build a World, Art Therapy, Lego Therapy, Forest Schools. In January 2021 another one of our THRIVE practitioners will undertake specialised training in order to deliver THRIVE workshops for parents throughout 2021 - 2022.	Young children are born learners with unbridled eagerness and curiosity. The increase in outdoor learning is very important and should provide a pathway to a happy, healthy lifestyle. Expected impact: improved motivation, engagement and wellbeing by July 2021. Two staff members will be trained to Level 3 Forest Schools Practitioners by July 2021 to enable enhanced outdoor provision and targeted interventions	Our behaviour system has proven to be very effective in ensuring consistent practice across school. THRIVE has been delivered in all classes and the data indicates excellent progress. Take 5 has been introduced this year in order to further develop pupil resilience and to improve behaviour and pupil voice indicates this is having a positive

			impact. This is to continue into 2021-22 and a Take 5 action plan is in place.
<p>Improving engagement for families</p> 	<p>Parental involvement takes many forms and strategies for engaging parents at Nettleworth School are numerous. Our PPG Champion will play a central role in this, particularly as we recognise that Involving and connecting with parents and the community is a priority. There is also a focus on each individual pupil. Our Mental Health Champions will be essential in leading 'Take 5' programme of resilience building, and THRIVE practitioners will deliver workshops for parent/carers to engage and support children and their families.</p>	<p>An open, honest, supportive and inclusive environment should provide the cornerstones to engaging families in their child's learning. Expected Impact: Families will feel supported, involved and informed.</p>	<p>Parental feedback has been excellent in relation to engagement for families. Reflective Conversations with parents will take place in 2021-22 to enable us to further support and engage parents. Parental engagement will be tracked using an Engagement checklist</p>
<p>Developing skills and personal qualities</p> 	<p>Our school is committed to success for everyone. The full range of successes are celebrated – academic, artistic, sporting and triumph over adversity is recognised. Pupil premium questionnaires are undertaken annually to enable capture pupil voice.</p>	<p>Opportunities for sustained high-level play develop self-regulation, symbolic memory, thinking and social competency. Expected impact: charting of individual progress via Thrive and provision of interventions will reduce behavioural concerns.</p>	<p>Despite COVID our pupils have continued to thrive. Pupil questionnaires must take place in 2021-22.</p>
<p>Extending opportunities</p> 	<p>Providing enriching and memorable activities in the classroom, alongside offering many extra-curricular activities and financing off-site visits. Extra-curricular activities to include sport, physical activities, reading, writing, mathematics and music. The school will loan pupils instruments for home use.</p>	<p>During a child's time at Nettleworth School, every child will receive a gift of a book every birthday and Christmas for home use. Access to offsite visits will be funded with PPG allocation. Expected Impact: 100% of pupils receiving PPG will have accessed study support and offsite visits in KS1.</p>	<p>Ensuring extra-curricular activities has been very challenging due to COVID. However, we have been able to ensure a wide range of memorable opportunity have taken place.</p>

Early Years Pupil Premium (EYPP)

Disadvantage is a complex issue. It can affect children from birth and, left unchecked and unchallenged can negatively impact upon a child's progress in school.

At Nettleworth we recognise 'disadvantage' can refer to family finances, parenting skills, the home environment, traumatic experiences, and these things shape a child's outlook on life.

For all the young pupils at our school we ensure that we have devised a curriculum rooted in personal, social and emotional aspects of learning. Parents tell us this is what they love. In addition we provide a 'listening ear' and therapeutic programmes for children who need this.

2020-2021



How will finances be spent?

