Pupil premium strategy statement: 2021-2024

This statement details Netherhall School's use of pupil premium (and recovery premium for the 2023-2024 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	835
Proportion (%) of pupil premium eligible pupils	40.5
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2021-2024
Date this statement was published	7/11/2023
Date on which it will be reviewed	9/11/2024
Statement authorised by	Mr David Tromans (Headteacher)
Pupil premium lead	Mrs Claire Poddington (Assistant Headteacher – Pupil Premium)
Governor / Trustee lead	Mr Neil Watt (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£338,347.50
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£19,975
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*	£358,322.50

Part A: Pupil premium strategy plan

Statement of intent

Here at Netherhall, we endeavour to implement a range of initiatives to increase the outcomes for all of our students, particularly those who are disadvantaged. Our aim is to bring the achievements of our disadvantaged students to at least in line with the national average. To do this, the school recognises the need for a personalised approach that addresses the needs of each and all of our pupil premium students with a focus on impact and benefit.

Consistently good teaching and learning is at the very heart of our approach; we believe that student progress is aided most when effective classroom practice is in place – to add to this, we provide bespoke interventions and support at subject-specific level and across broader themes, like academic mentoring and raising aspirations. Prior to the COVID-19 pandemic, additional tutorials in mathematics delivered during registration time raised the Progress 8 value for disadvantaged students to +0.02 in 2019. Consequently, this approach was extended to English; this is combined with literacy specific interventions like, paired reading, reciprocal reading and phonics.

Following a review of pupil premium provision in September 2022, whole school strategies have been evaluated and further developed to ensure our disadvantaged students receive a positive and progressive educational experience which includes:

- A bespoke CPD programme, including the utilisation of individual pupil premium profiles which provide context, individual circumstances, build empathy and enable teaching staff to share good practice.
- A clear and sustained focus on disciplinary literacy, designed to grow and embed tier 2 and tier 3 vocabulary in all schemes of learning to ensure that literacy is at the forefront of every lesson in every subject.
- A designated pupil-premium mentor, assigned to our most vulnerable students and those in danger of underachieving.
- Mentoring programmes for pupil premium students with attendance concerns.
- Regular recognition for excellent attendance and achievement for disadvantaged students.
- Raising aspirations through the use of bespoke educational experiences, such as visits to museums, universities and onsite visits from leaders in business and education.
- Paired reading, reading logs and spelling interventions in years 7-9 for pupil premium students.
- Appointment of an Associate Assistant Headteacher with the responsibility to improve communication with parents, including the fulfilment of the Parent Pledge.
- Parental engagement workshops for pupil premium parents and students.
- Effective utilisation of the school-led tutoring fund, to support pupil premium students at both GCSE and Advanced Level.

A further review in September 2023 included the following strategies being developed and embedded:

- Bespoke staff training and a sustained focus on reciprocal reading becoming embedded into every subject.
- Improving parental engagement though the sharing of half term curriculum plans and student friendly curriculum roadmaps.
- Introduction of school breakfast club through the National School Breakfast Programme.
- A focus on attendance through attendance mentoring by form tutors and by attendance officers for students at risk of persistent absence.

Challenges

At Netherhall School, we recognise that our students – particularly those who are disadvantaged have potential barriers to their success. All of our staff are fiercely ambitious for the learners in our care and feel it is our duty to work together to break down these barriers to ensure our students make significant progress. Here, we have identified some of those barriers to support the school in their endeavour to prioritise the spending of the pupil premium funding.

Challenge number	Detail of challenge
1	Literacy and numeracy skills for students entering year 7 are lower for students eligible for pupil premium than for other students, which is a barrier for students engaging with curriculum content.
2	Low attaining students who are eligible for pupil premium funding are making less progress than other students across Key Stage 4; this hinders high achievement at the end of year 11.
3	The aspirations of some of our learners is relatively low. Historically, many students, particularly those who are disadvantaged, do not see higher education and university as an option. Many students do not challenge themselves to raise their aspirations and do not recognise the benefit of achieving highly at GCSE and Advanced Level.
4	The attendance rate for students eligible for pupil premium is currently below the target for all children of 95%, effectively this has reduced their school hours and causes them to fall behind in lessons. Attendance rates for both pupil premium boys and girls is a concern across all year groups and lower than other students.
5	Historically, the lack of positive parental engagement has been viewed as a barrier to learning for disadvantaged students, who are less likely to seize opportunities to engage with the school and work collaboratively in order to close the gap; this can often result in underachievement at GCSE.
6	Several of our disadvantaged students have limited access to essential resources, particularly use of modern technology and computers. Some students have difficulty in accessing resources for the creative subjects, such as art and photography.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve whole school literacy and numeracy, with a focus on disadvantaged students. Bring literacy and numeracy levels in line with, or better, than their chronological age.	Curriculum planning for reciprocal reading and disciplinary literacy, including the embedding of tier 2 and tier 3 vocabulary in all schemes of learning to ensure that literacy is at the forefront of every lesson in every subject. Numeracy skills to be embedded in curriculum plans. Positive student voice about the focus on literacy and numeracy. The effective use of the GL assessments (Progress in English, NGRT, NGST, numeracy and science tests) to identify the specific areas of need. These will be communicated to parents, as part of the Parent Pledge. A bespoke paired reading programme for disadvantaged students in years 7-9. Learning support team and sixth form students to work with students with the lowest reading ages – both pupil premium and others, leading to an improvement in reading ages.

	A bespoke phonics programme for disadvantaged students in years 7-9. Trained STAs working with students with the identified lowest reading ages during morning registration – both pupil premium and others, leading to a significant improvement in reading ages.
	Effective use of Bedrock Mapper to support retention and retrieval.
	Effective use of Bedrock Learning for English homework.
	Reading logs regularly checked by form tutors. Reading for pleasure celebrated on a frequent basis, including through the '10-in-10' scheme for years 7-9, as well as the nomination of weekly *Champion Readers*. External speakers to provide literacy-themed workshops.
	Word of the Week provides selected words accompanied by a definition. This is used in context and simply aims at closing the vocabulary gap of our most disadvantaged students – it is not about subject terminology. *Spelling of the Week* provides additional focus on addressing technical inaccuracies.
	Never Heard the Word resources have been shared through teaching & learning briefings to encourage a greater focus on vocabulary and student understanding of subject terminology. This has now been adapted for use across the curriculum, it is an embedded feature in all schemes of learning, resulting in increased awareness and understanding of both disciplinary literacy and subject-specific vocabulary.
	Topical article delivered during morning registration encourages a greater focus on vocabulary and students' understanding of terminology, whilst linking to a recent event in the news and building cultural capital.
Improve attainment of pupil premium students at Key Stage 4, ensuring achievement is brought in-line with others by the end of year 11.	Ensure all teaching staff are aware of the barriers faced by pupil premium students in their classes through the medium of pupil premium profiles. These allow teachers to share good practice across the curriculum to ensure high-quality teaching and learning is our primary focus, consequently reducing the need for targeted intervention. Bespoke CPD is provided throughout the year, with unlimited access to external providers, such as *The National College* and the *Prince's Teaching Institute*. Educational research from the EEF is utilised effectively to encourage staff to prioritise specific areas of need.
	Academic mentoring with identified pupil premium mentors – highlighted to identify areas of concerns, including attendance. This results in the early diagnosis of any issues, if required, additional intervention can be put in place.
	Attendance of pupil premium students, especially those who have persistent absence and is prioritised by the attendance team who monitor and identify patterns, make regular contact with home to encourage improved attendance, which has improved attendance records, bringing it above national average for pupil premium students.
	Targeted subject-specific intervention, with the needs of disadvantaged students prioritised. Frequent effective communication with home through letters, text and Edulink. This leads to an improvement in achievement in mock examinations and attainment following summer examinations.
Raise the aspirations of our students, particularly those who are disadvantaged. Make students aware of the opportunities they have, including higher education and university	Educational visits to higher educational institutions, including Russell Group universities, as well as the University of Cumbria. These visits aim to challenge students to re-evaluate their post-16 and 18 options, to be more ambitious for themselves.
	Year 11 students have interviews with *Inspira*, a leading career management and development organisation, to encourage students to assess their options

and encouraging them to break down potential barriers.	carefully and think about choosing a path into higher education. They also have access to *Unifrog* to assess their career options; this has lead to an increased number of disadvantaged students staying at Netherhall to study level 3 courses and consequently, going to university. RONI (Risk of NEET Indicator) is a tool used to identify young people in the school who have risk factors for becoming NEET (Not in Education, Employment and/or Training). The high risk cohort has been targeted for intervention. This is linked to our use of *Launchpad* in *Inspira* to help our young people maximise their potential. This has lead to an increased number of students in education, employment or training following completion of study at GCSE and A Level.
Improve attendance for disadvantaged students and bring it more into line with attendance of others. Improve attendance rates for pupil premium boys.	The attendance of pupil premium boys and girls is on priority attendance registers, so the attendance team is the 'first response' for pupil premium students for attendance concerns. Weekly monitoring of pupil premium boys' and girls' attendance: producing a weekly analysis of pupil premium boys and girls attendance by year group and by gender. The attendance team is supported by the pastoral team who conduct one-to-one interviews with students on a frequent basis; form tutors have weekly attendance meetings with students in their form, which feeds into the mentoring of pupil premium students with identified attendance concerns. This has lead to improved attendance for pupil premium students, bringing it above national average. Priority visits by the attendance team and mentoring by heads of year for pupil premium students who are at risk of persistent absence.
Seek opportunities to improve parental engagement, particularly with those who are disadvantaged.	Appointment of an Associate Assistant Headteacher with remit for the Parent Pledge. AAH Parent Pledge and AAH SEND to improve communication with parents in relation to literacy and numeracy, as well as informing students and parents of targeted intervention and relative progress. Effective use of the GL assessments (Progress in English, NGRT, NGST, numeracy and science tests) to identify specific areas of need for pupil premium students. Parental engagement workshops planned and delivered, targeted at key stage 4 pupil premium students and underachievers in core subjects. AAHT Parent Pledge to contact parents directly with half term overviews to inform parents of what their child will be studying over the half term. Improved parental engagement to ensure positive student outcomes. Improved attainment and achievement for disadvantaged and underachievers. Positive feedback on Parent View following delivery of workshops and half term overviews.
Provide access to essential resources, including use of modern technology and computers. Provide access to other resources, where possible, including cameras and recording equipment.	Pupil premium students prioritised for allocation and distribution of laptops and iPads during the government's response to the COVID-19 pandemic. WELL project funding has also been utilised to provide additional access to online learning equipment and resources. Students in creative subjects, such as art and photography, have supervised access to resources in art area. Photoshop licences have been provided in both the art and photography department and identified computers to provide accessibility to essential software. Students have access to homework club in order to complete extended learning. This gives them the opportunity to use computers resources to complete tasks. Regular resource audits to assess accessibility to essential equipment.

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: £190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce class sizes and increase the number of sets in core subjects. Employ additional teaching staff for summer schools.	Evidence from the Education Endowment Foundation (EEF) suggests that reducing class size can lead to an impact of +2 months. In turn, this allows teachers to provide more regular and sustained high-quality feedback, which the EEF suggests has a benefit of +6 months. In response to the disruption caused by the COVID-19 pandemic, summer schools have been offered to year 7 students, with an evidenced impact of +3 months.	1 and 2
Systematic testing of reading and spelling ages (through GL assessments) to track the reading and spelling ages of disadvantaged pupils, leading to structured literacy interventions such as the paired reading programme, reciprocal reading and phonics.	Evidence from the EEF suggests reading comprehension strategies can have an impact of +6 months. To add to this, peer tutoring (used in the form of the paired reading programme, employing the Sixth Form students as mentors) has an impact of +5 months.	1, 2 and 4

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
Effective deployment of an assigned non-teaching pupil premium mentor.	Most recent evidence from the EEF suggests mentoring can have an impact of +2 months. This approach could also be categorised as a behaviour intervention (+4 months), as well as a teaching assistant intervention (+4 months).	2, 3, 4, 5 and 6
Use of school-led tutoring fund to provide small group tuition provided through morning and after-school intervention sessions.	Evidence from the EEF suggests one-to-one tuition can have an impact of +5 months. Small group tuition can have an impact of +4 months.	1, 2, 3 and 6

	The school-led tutoring fund has been a significant part of the DfE's plans for recovery following the COVID-19 pandemic.	

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

Budgeted cost: £108,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply of essential resources, including more expensive items, such as calculators and ICT equipment to give greater access to online learning, to disadvantages students following resource audits.	Supply disadvantaged students with the necessary equipment to succeed in school has improved the quality of homework. Evidence from the EEF suggests the successful completion of homework – and the consequential feedback given by the teacher – can lead to an impact of 5+ months.	2, 5 and 6
Use of externally provided programmes to promote the importance of disciplinary literacy, particularly aspects of targeted vocabulary instruction and grammar.	The school has enjoyed success through the implementation of *Bedrock Learning* and *Bedrock Mapper*. Bedrock estimate their impact at an average of 30% with 48% of pupil premium students making significant progress in their vocabulary acquisition. The programme will support effective homework setting (EEF evidence suggests that this has a positive impact of 5+ months) and it gives the school another opportunity to successfully engage with parents.	1, 2, 3, 5 and 6
Use of *Sparx Maths* to promote the importance of numeracy	The implementation of *Sparx Maths* with 95% having a 100% completion rate by students on a six week rolling programme, which is ranked 50th in the country and in the top 5% nationally.	1, 2, 3, 5 and 6
Employ 2 additional attendance officers to ensure timely intervention with students who are persistent absentees or are at risk of persistent absence.	Persistent absence rates are significantly better than national averages. Students who have previously been persistently absent will have shown improvement against their previous term's attendance.	4 and 5

Total budgeted cost: £358,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Despite the disruption caused by the COVID-19 pandemic, the return to external examinations brought significant success for our disadvantaged students.

Nationally, there continues to be a drop in pupil premium students obtaining grade 5+ in both English and maths with the national figure now provisionally sitting at 25%. Netherhall School has seen a fall in students obtaining a grade 5+ in English and maths, the Netherhall School figure is currently 20%; however, maths, English, science and other EBACC subjects continue to see a rise in student performance. Comparisons have been made to attainment in 2019 and grade sets are predicted to be closer to what they were pre COVID-19. The 2023 results data is very favourable towards disadvantaged students, there have been improvements to attainment in all but two subject areas, when compared to the 2019 data. The summer 23 data showed that pupil premium students achieved a P8 score of -0.72, whilst non-pupil premium students P8 score was -0.78.

Subject	Average grade for PP students in 2019	Average grade for PP students in 2023	Progress made for PP students 2019 to 2023
English Language	3.40	3.64	+0.24
English Literature	3.40	3.74	+0.34
Maths	3.80	3.90	+0.10
Biology	3.00	5.36	+2.36
Chemistry	3.00	4.65	+1.65
Physics	3.00	4.91	+1.91
Combined Science	n/a	3.56	n/a
French	3.00	4.80	+1.80
Geography	3.60	3.67	+0.07
History	2.60	3.22	+0.62
Spanish	n/a	6.00	n/a
Drama	n/a	2.33	n/a
Computer Science	2.10	3.83	+1.73
Religious Education	4.00	5.10	+1.10
Art	4.40	3.86	+1.46
Photography	5.40	4.50	-0.90
ICT	n/a	4.10	n/a
Health & Social Care	1.30	4.86	+3.56
Child Care	4.00	3.63	-0.37
PE	6.50	6.50	0.00
Hospitality & Catering	5.50	3.59	-1.91

Funding received by the DfE and WELL project has enabled the school to provide the necessary ICT equipment – alongside other resources – to disadvantaged students during and post-pandemic. Over 40% of the schools pupils were provided with electronic devices to allow them to access remote learning, students have been allowed to retain their devices upon their return to school. As all subjects now use on-line platforms for the setting and completion of homework, these devices have improved student completion of homework tasks and continue to have a long-term positive impact on the school.

Pupil premium funding from 2022/23 enabled the school to continue to invest in effective CPD for staff, which included external support from The National College and the Prince's Teaching Institute. These, along with the evolvement of pupil premium profiles, have improved staff knowledge and understanding of the barriers experienced by our disadvantaged students, which has then afforded the opportunity to share good practice with colleagues.

Finally, destinations for our pupil premium students demonstrated that all students at the end of key stage 4 moved on to higher education opportunities. 65% of pupil premium students moved onto apprenticeship courses at local colleges and 35% of students continued their academic studies at Netherhall School studying a range of academic and vocational level 3 courses.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Systematic testing of literacy, numeracy and science skills for all KS3 students, as well as identified individuals of concern in KS4.	GL Assessment 2017-
Digital Literacy Curriculum (individual access for all KS3 and KS4 students to online literacy platform, supporting homework provision and vocabulary and grammar education in English).	Bedrock Learning 2014-