

Pupil Premium Strategy Statement: 2021-2024



This statement details Netherhall School's use of pupil premium (and recovery premium for the 2022 to 2023 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 Netherhall school.

Netherhall School overview

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| Number of pupils in school | 802 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | 07/10/22 |
| Date on which it will be reviewed | 09/10/23 |
| Statement authorised by | Mr. David Tromans (Headteacher) |
| Pupil premium lead | Mr. Martin Barlow (Assistant Headteacher – Pupil Premium, Literacy & EAL) |
| Governor / Trustee lead | Mr. Neil Watt (Chair of Governors) |

Funding overview

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| Pupil premium funding allocation this academic year | £294,970 |
| Recovery premium funding allocation this academic year | £18,487 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £313,457 |

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 in line with the national average. To do this, the school recognises the need for a personalised approach to address the needs of all pupil premium students with a focus on long-term impact across each child's five or seven-year journey at Netherhall School.

Inevitably, consistently good teaching & learning is at the very heart of our approach; we believe that student progress is aided most when effective classroom practice is in place; however, to add to this, we provide bespoke interventions 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 interventions aimed to develop student understanding of literacy, through the paired reading programme, guided reading scheme and spelling interventions taking place in years 7-9.

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

- A whole-school focus on teaching & learning strategies to support pupil premium students through a bespoke CPD programme, including the utilisation of individual pupil premium profiles which enable teaching staff to share good practice;
- A clear and sustained focus on disciplinary literacy, designed to embed tier 2 and 3 vocabulary in all schemes of learning and ensure that literacy is at the forefront of every lesson in every subject;
- A non-teaching designated pupil premium mentor assigned to our most vulnerable students and those in danger of underachieving at Key Stage 4;
- Mentoring programmes for pupil premium students with attendance concerns;
- Regular recognition for excellent attendance and achievement;
- Raising aspirations through use of bespoke educational experiences, such as visits to museums, universities and onsite visits from leaders in business and education;
- Paired reading, timetabled *Accelerated Reader* lessons, reading logs and spelling interventions in years 7, 8 and 9 for pupil premium students;
- Appointment of an Associate Assistant Headteacher with responsibility to improve communication with parents by fulfilling the Parent Pledge introduced through the government's white paper;
- Parental engagement workshops for pupil premium parents and students;
- Effective utilisation of the school-led tutoring fund, a significant part of the government's recovery plans following COVID-19, to support pupil premium students at both G.C.S.E and Advanced level.

Challenges

At Netherhall School, we recognise that our students – particularly those who are disadvantaged – have several potential barriers to 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 help the school to prioritise the spending of the pupil premium funding.

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| 1 | Literacy and numeracy skills entering year 7 are lower for students eligible for pupil premium than for other students, which prevents them from making good progress. |
| 2 | Low attaining students who are eligible for pupil premium funding are making less progress than other attaining students across Key Stage 4. This prevents high achievement at the end of year 11. |
| 3 | Aspirations of some of our learners are 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 G.C.S.E and Advanced level. |
| 4 | Attendance rates for students eligible for pupil premium are currently below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average. Attendance rates for both pupil premium boys and girls are a concern across all year groups. |
| 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 to close the gap. This can often result in underachievement at G.C.S.E. |
| 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 creative subjects, such as Art. |

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 |
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| 1. Improve whole-school literacy and numeracy, but with a particular focus on disadvantaged students, bringing them more into line with others. | <p>Evident curriculum planning for disciplinary literacy, including the embedding of tier 2 and 3 vocabulary in all schemes of learning and ensuring that literacy is at the forefront of every lesson in every subject. Numeracy skills to be embedded in curriculum planning too. Positive student voice about the focus on literacy and numeracy.</p> <p>Effective use of the GL assessments (Progress in English, NGRT, NGST, numeracy and science tests) to identify specific areas of need. These will be communicated to parents, as part of the Parent Pledge.</p> <p>Bespoke paired reading programme for disadvantaged students in years 7, 8 and 9. Sixth Form students work with students with the lowest reading ages – both pupil premium and others, leading to an improvement in reading ages.</p> <p>Reading and spelling interventions both with teaching and non-teaching staff, including an appointed HLTA literacy coordinator, for students with lowest reading and spelling ages – both pupil premium and others.</p> <p>Intervention for SEND / disadvantaged students through corrective reading, toe-by-toe, WASP and other programmes.</p> <p>Effective use of both the <i>Accelerated Reader</i> programme and <i>Bedrock Learning</i> (trials in English, 2022-23). Reading logs regularly checked by form tutors. Reading for pleasure celebrated on a frequent basis, including through the '10-</p> |

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| | <p>in-10' scheme for years 7, 8 and 9, as well as the nomination of weekly <i>Champion Readers</i>. External speakers to provide literacy-themed workshops.</p> <p><i>Word of the Week</i> 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. <i>Spelling of the Week</i> provides additional focus on addressing technical inaccuracies.</p> <p><i>Never Heard the Word</i> resources have been shared through Teaching & Learning briefings to encourage a greater focus on vocabulary and student understanding of subject terminology. Initially trialled in history, this has now been adapted for use across the curriculum, is an embedded feature in all schemes of learning, resulting in increased awareness and understanding of both disciplinary literacy and subject-specific vocabulary.</p> |
| <p>2. Improve attainment of pupil premium students at Key Stage 4, ensuring achievement is brought into line with others by the end of year 11.</p> | <p>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 also 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 <i>The National College</i> and the <i>Prince's Teaching Institute</i>. Educational research from the EEF utilised effectively to encourage staff to prioritise specific areas of need.</p> <p>Individual academic mentoring with non-teaching pupil premium mentor – highlighted underachieving pupil premium students allocated a mentor to identify areas of concerns, including attendance. This results in the early diagnosis of any issues, meaning additional intervention can be put in place.</p> <p>Attendance of pupil premium students is prioritised by attendance officer who monitors and identifies patterns, making regular contact with home to encourage improved attendance, leading to improved attendance records, bringing it more into line with others.</p> <p>Targeted intervention for subjects, including morning registration additional classes in maths (year 10) and English (year 11), with the needs of disadvantaged students prioritised. Other subjects target specific underachievers (including pupil premium) for lunchtimes and/or period 8 interventions. Frequent effective communication with home (letters / texts / SIMS). This leads to improvement in achievement in mock examinations and attainment following summer examinations.</p> |
| <p>3. Raise the aspirations of our students, particularly those who are disadvantaged. Make students aware of the opportunities they have, including higher education and university and encouraging them</p> | <p>Arranged educational visits to higher education institutions, including Russell Group universities, as well as the University of Cumbria. These visits will aim to challenge students to re-evaluate their post-18 options and aim higher. Positive student voice results will indicate success.</p> <p>Year 11 students have interviews with <i>Inspira</i>, a leading career management and development organisation, to encourage students to assess their options carefully and think about choosing a path into higher education. They also have access to <i>Unifrog</i> to assess career options. This will lead to an increased number of disadvantaged students staying at Netherhall to study A levels and consequently, going to university.</p> |

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| <p>to break down potential barriers.</p> | <p>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 can then be targeted for intervention. This is linked to our used of <i>Launchpad</i> in <i>Inspira</i> to help our young people maximise their potential. This will lead to an increased number of students in education, employment or training following completion of study at G.C.S.E and A level.</p> |
| <p>4. Improve attendance for disadvantaged students and bring it more into line with attendance of others. Improve attendance rates for pupil premium boys.</p> | <p>The attendance of pupil premium boys and girls on priority attendance registers, so the attendance office can ‘first response’ pupil premium students for attendance concerns.</p> <p>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 office is supported by the pastoral team who conduct one-to-one interviews with students on a frequent basis. This also feeds into the mentoring of pupil premium students with identified attendance concerns (between 91-94%). This will lead to an improved attendance for pupil premium students, bringing it into line with others.</p> |
| <p>5. Seek opportunities to improve parental engagement, particularly with those who are disadvantaged.</p> | <p>Appointment of an Associate Assistant Headteacher with remit to address Parent Pledge from the government’s white paper. AAH to improve communication with parents regarding literacy and numeracy levels, as well as informing parents of targeted intervention.</p> <p>Effective use of the GL assessments (Progress in English, NGRT, NGST, numeracy and science tests) to identify specific areas of need. These will be communicated to parents, as part of the Parent Pledge.</p> <p>Parental engagement workshops planned and delivered, targeted at year 11 pupil premium students and underachievers in core subjects.</p> <p>Improved parental engagement to ensure positive student outcomes. Improved attainment and achievement for disadvantaged and underachievers. Positive feedback on <i>Parent View</i> following delivery of workshops.</p> |
| <p>6. Provide access to essential resources, including use of modern technology and computers. Provide access to other resources, where possible, including cameras and recording equipment.</p> | <p>Pupil premium students were prioritised for allocation and distribution of laptops and iPads acquired from the government’s response to the COVID-19 pandemic. WELL project funding has also been utilised to provide additional access to online learning.</p> <p>Students of creative subjects, such as Art and Photography, have supervised access to the resources in Art area. Photoshop licences were provided in both the Art and Photography department and identified computers to provide accessibility to essential software.</p> <p>Students have access to Homework Club in order to complete extended learning. This gives them the opportunity to use computers to complete tasks.</p> <p>Regular resource audits to assess accessibility to essential equipment. No student – disadvantaged or otherwise – to think of limited access to resources as a barrier.</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 Budgeted cost: £180,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Reduce class sizes and increase the number of sets in core subjects. Employ additional teaching staff for both summer schools and to increase access to the curriculum through entry level qualifications. | 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, guided reading and spelling. | Literacy interventions are absolutely paramount to success at Netherhall School. 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 Budgeted cost: £60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Effective deployment of an assigned non-teaching pupil premium mentor. | Most recent evidence from the Education Endowment Foundation (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 the 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. The school-led tutoring fund has been a significant part of the DfE's plans for recovery following the COVID-19 pandemic. | 1, 2, 3 and 6 |

Wider strategies Budgeted cost: £70,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Supply of essential resources, including more expensive items, such as calculators and ICT equipment to give greater access to online learning, to disadvantaged students following resource audits. | Supplying disadvantaged students with the necessary equipment to succeed in school will improve 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 disciplinary literacy, particularly aspects of targeted vocabulary instruction and grammar | The school has enjoyed success through the implementation of <i>Accelerated Reader</i> and is looking to add to this through the acquisition of <i>Bedrock Learning</i> . This programme is accessed by 25% of schools nationwide and currently shows promising results. 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 this has a positive impact of 5+ months) and give the school another opportunity to successfully engage with parents. | 1, 2, 3, 5 and 6 |

Total budgeted cost: £310,000

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 2021 to 2022 academic year.

Despite the on-going disruption caused by the COVID-19 pandemic, the return to external examinations brought significant success for our disadvantaged students. Attainment scores increased in almost all subjects in 2022 with details of improvements to average grades published in the ***How do we know our Pupil Premium students are making progress?*** document available on our website.

Whilst nationally there was an average increase of 4% to the number of students achieving a grade 4 and above in both English and maths, **Netherhall saw a growth of 12%**. Our disadvantaged students performed particularly well, with the school witnessing **a magnificent 17% increase on the number of disadvantaged students achieving a grade 5 and above in both English and maths**. This has brought the school more in line with national average. Indeed, the national average for this measure currently stands at 32% with **Netherhall at 31%**.

Funding received by the DfE and the 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 school’s pupils were provided with electronic devices to allow them to access remote learning with students being allowed to retain their devices upon their return to school. 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 2021/21 enabled the school to invest in effective CPD for staff, including external support from *The National College* and the *Prince’s Teaching Institute*. These, along with the involvement of pupil premium profiles, have improved staff knowledge and understanding of the barriers faced by our disadvantaged students and afforded them the opportunity to share good practice with colleagues both inside and outside of the school community.

Finally, 2021/22 saw Netherhall School continue to enrol in the National Tutoring Programme. Forty-five pupil premium students in year 11 were supported in their G.C.S.E English studies, receiving weekly online tuition for fifteen weeks. Whilst feedback was sometimes mixed, the tutoring programme has played a significant role in the government’s response to the recovery following the COVID-19 pandemic and has inevitably had an impact on individual students. Indeed, our top three performing pupil premium students (including the highest academic performing student in the whole of year 11), were all regular participants in the National Tutoring Programme.

Externally provided programmes

| Programme | Provider |
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| National Tutoring Programme (3:1 small group tuition and utilisation of 1:1 support for students undertaking G.C.S.E resit examination and Advanced level students). | <i>My Tutor Web Ltd 2013 –</i> *Netherhall School is not enrolled on the NTP for 2022-23 and will instead utilise the school-led tutoring fund. |

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| Systematic testing of literacy, numeracy and science skills for all KS3 students, as well as identified individuals of concern in KS4. | <i>GL Assessment 2017 –</i> |
| 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). | <i>Bedrock Learning 2014 –</i> |