

# Pupil premium strategy statement

(updated May 2019)

1. Summary information					
School	Netherwood Academy				
Academic Year	2018-19	Total PP budget	£374,935 (+LAC)	Date of most recent Pupil Premium (PP) Review	May 2019
Total number of pupils	1157	Number of pupils eligible for PP	401	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils <b>not</b> eligible for PP School (national average 'Other' 18)
Students Achieving 9-5 in English and Maths	17% (English 32%, Maths 17%)	35% (50%)
Students Achieving the E-BACC (4/C+)	0%	1% (29%)
Attainment 8 score	26.39	39.22 (50.14)
Progress 8	-1.41	-0.70 (0.13)

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Some pupils have Social and Emotional Mental Health Needs (including behavioural needs) which can impact on academic progress and access to learning
B.	Pupils may have experienced gaps in learning due to poor attendance, impacting on prior learning and attainment.
C.	Some pupils have low prior attainment and academic outcomes impacting on current progress

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	At home, pupils may lack suitable access to enrichment activities and positive learning resources that promote independence, support learning and raise aspirations	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	For children to undertake activities to support their emotional well-being and behaviour	Improved emotional well-being and behaviour of pupils evident resulting in reduced behaviour incidents and exclusions (FTE1+ All 10.9%, PP 17.9%)
<b>B.</b>	Improved attendance to enable pupils to access more learning	Improved attendance of disadvantaged pupils (leading to improved progress outcomes for disadvantaged pupils). In 2018, Persistent absence for PP pupils was 37.2% and non-PP pupils was 14%
<b>C.</b>	Enhanced academic support for disadvantaged pupils enabling them to improve academic outcomes and address prior learning gaps	Improved progress and attainment outcomes for disadvantaged pupils from the 2018 outcomes (attainment 26.39, progress -1.41)
<b>D.</b>	For engagement in learning and outcomes to increase through improved learning experiences and raised aspirations, leading to improved employability and skills.	Access to enrichment activities and improved learning activities to increase engagement in learning, raise aspirations, promote improved employability and skills and to also promote improvements in outcomes for disadvantaged pupils (as above)

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2018-2019</b>
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
<b>i. Quality of teaching for all</b>	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C - Improved progress and attainment outcomes for disadvantaged pupils.	Support provided for pupils through additional adults (HLTAs) in numeracy, English and Science (£54,352)	<p>In 2018 KS4 results, there was a gap in attainment and progress between PP and non-PP pupils (see data on page 1 of strategy)</p> <p>Additional HLTAs will provide specialist knowledge during intervention work, support identified pupils who have fallen behind (either due to academic or attendance barriers) and provide additional capacity to support lower-attaining pupils in KS4</p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment  <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/</a>  <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/teaching-assistants/</a> Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups.</p>	Monitoring PP pupil outcomes.	Helen Tyrrell	July 2019
C - Improved progress and attainment outcomes for disadvantaged pupils.	Doddle software in Science (£1,000)	<p>In 2018 KS4 results, EBacc 4/C+ Science – 35% of PP pupils attained compared to 57 of their non-PP peers – despite some slight improvements in Science outcomes, a gap in attainment still remains.</p> <p>To provide an additional and engaging resource for both key stages for revision and homework tasks in Science.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit</a> Evidenced that digital technology is associated with moderate learning gains (on average an additional four months).</p>	Monitoring disadvantaged pupil outcomes in Science	Helen Tyrrell	July 2019
<b>Total budgeted cost</b>					<b>£55,352</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D - Access to enrichment activities and improved learning activities to increase engagement in learning, promoting improvements in outcomes.	<p>Funded educational trips for eligible students where family finances prevent students at times from accessing external experiences. (£4,000)</p> <p>Funded educational experiences in food technology through an ingredient subsidy (£1,500)</p>	<p>In 2018 KS4 results, there was a gap in attainment and progress between PP and non-PP pupils (see data on page 1 of strategy)</p> <p>As a result of expenditure in this area last year, there was greater participation in educational trips, resulting in a reported positive impact on pupil controlled assignments or practical marks (i.e. Art, Geography and PE).</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully</a> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p>	<p>Monitoring of access of disadvantaged pupil to educational enrichment activities.</p> <p>Monitoring of pupil outcomes in Hospitality (Food Technology)</p>	Helen Tyrrell	July 2019
C - Improved progress and attainment outcomes for disadvantaged pupils.	Literacy/Reading/ Specific Strategies to Support Specific reading needs (£4,000)	<p>In 2018, at KS4 9-4, PP outcomes improved from 35% to 44% (9% increase from 2017) through targeted spending on reading. However, a gap to Non-PP peers (at 77%) remains – continued targeted support on reading is still required.</p> <p>Targeted literacy support from specialist training staff through the use of interventions based on specific need will be provided.</p> <p>For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective -</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully</a></p>	Tracking of improvements in literacy outcomes for disadvantaged pupils.	Helen Tyrrell	July 2019

<p>C - Improved progress and attainment outcomes for disadvantaged pupils.</p>	<p>KS3 Numeracy Leader – TLR</p> <p>Booster / Intervention small group sessions for disadvantaged pupil with a focus on higher attaining pupils at KS3 and 4 (£8,787)</p>	<p>To continue to target disadvantaged pupils in KS3/4 for additional support and withdrawal as well as through developing quality first teaching in numeracy.</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_briefing_for_school_leaders.pdf</a></p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/</a></p> <p>In 2018, KS4 Mathematics (Achieving 9-5 in Maths) results for disadvantaged pupils improved by 4% in 2018 (from 13% in 2017 to 17% in 2018) through targeted spending on mathematics. However, a gap to Non-PP peers (at 37%) remains – continued targeted support on mathematics is still required. A lower number of disadvantaged pupils attained at the higher grades last year in maths compared to English at KS4.</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report recommends the use of structured interventions to provide additional support <a href="https://educationendowmentfoundation.org.uk/tools/guidancereports/maths-ks-two-three/">https://educationendowmentfoundation.org.uk/tools/guidancereports/maths-ks-two-three/</a></p>	<p>Tracking of improvements in maths outcomes for disadvantaged pupils at KS3 / KS4</p>	<p>Helen Tyrrell</p>	<p>July 2019</p>
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C - Improved progress and attainment outcomes for disadvantaged pupils.	KS3 English Leader and PP Leader - TLR (£11,891)	<p>To continue to target disadvantaged pupils in KS3 for additional support and withdrawal as well as through developing quality first teaching in English.</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_briefing_for_school_leaders.pdf</a></p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/</a></p>	Tracking of improvements in English outcomes for disadvantaged pupils at KS3	Helen Tyrrell	July 2019
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A - Improved emotional well-being of pupils evident	Nurture Provision to help students experiencing social and mental health barriers, as well as unexpected life events, cope with barriers in home life and the school environment. (£81,741)	<p>Nurture Provision provided to support students in need when coping with SEMH needs that are creating a barrier to learning and progress. To enable pupils with individual SEN needs to attend mainstream school and to succeed through nurture support, reduced class sizes and additional small group and individual support to develop literacy, numeracy and reading.</p> <p>In 2018, Persistent absence for PP pupils was 37.2% and non-PP pupils was 14%. With improved provision, this should decrease.</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself; <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>Reducing class size is demonstrated by the EEF to show increased progress at <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/reducing-class-size/</a></p>	Monitoring of data demonstrating improvements in emotional well-being	Helen Tyrrell	July 2018
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<p>A - Improved emotional well-being of pupils evident</p> <p><i>leading to</i></p> <p>C - Improved progress and attainment outcomes for disadvantaged pupils.</p>	<p>Meditation (£500)</p>	<p>Meditation provided to support students with emotional and social needs and to enable students to feel more confident in exam situations and during other stressful times at school.</p> <p>In 2018, Persistent absence for PP pupils was 37.2% and non-PP pupils was 14%. With improved provision, this should decrease absence eventually leading to improved outcomes (In 2018 KS4 results, there was a gap in attainment and progress between PP and non-PP pupils - see data on page 1 of strategy).</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself; <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>Monitoring PP pupil outcomes.</p>	<p>Helen Tyrrell</p>	<p>July 2019</p>
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<p>B - Improved attendance of disadvantaged pupils</p> <p><i>leading to</i></p> <p>improved progress outcomes for disadvantaged pupils.</p>	<p>Provision of a uniform and equipment subsidy (including revision guides in English, Maths and Science) (£7,500)</p>	<p>In 2018, Persistent absence for PP pupils was 37.2% and non-PP pupils was 14%. (In 2018 KS4 results, there was a gap in attainment and progress between PP and non-PP pupils - see data on page 1 of strategy).</p> <p>To provide some pupils with necessary uniform and equipment when the families are facing financial difficulties and to provide uniform and equipment to borrow when not fully equipped on specific days.</p> <p>To ensure that no pupils are discriminated against due to lack of uniform or equipment – equal opportunity for all.</p> <p>Strategies to promote good attendance is also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully</a></p>	<p>Monitoring of increased attendance of disadvantaged pupils.</p> <p>Monitoring of outcomes for disadvantaged pupils in English, Maths and Science.</p>	<p>Helen Tyrrell</p>	<p>July 2018</p>
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A - Improved emotional well-being and behaviour of pupils evident	Alternative Provision to support pupils with SEMH (Social Emotional Mental Health) / behavioural needs (£28,384)	<p>In 2018, the exclusion rate (%FTE1+) for PP pupils was higher than that of non-PP pupils (approx. 17.9% PP vs. 6.2% Non-PP).</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>To help students struggling with mainstream curriculum to access suitable alternative provision ensuring access to education and reducing exclusion rates.</p>	Monitoring of pupil exclusion levels	Helen Tyrrell	July 2019
C - Improved progress and attainment outcomes for disadvantaged pupils.	Peer Mentoring in numeracy (£300)	<p>In 2018, KS4 Mathematics (Achieving 9-5 in Maths) results for disadvantaged pupils improved by 4% in 2018 (from 13% in 2017 to 17% in 2018) through targeted spending on mathematics. However, a gap to Non-PP peers (at 37%) remains – continued targeted support on mathematics is still required.</p> <p>To raise aspirations and improve the outcomes of disadvantaged pupils in Maths in year 7 and year 10.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/peer-tutoring/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/peer-tutoring/</a> Research has shown that peer tutoring approaches appear to have a positive impact on learning, with an average positive effect of approximately five additional months' progress.</p>	Monitoring of disadvantaged pupils in numeracy in year 7 and year 10.	Helen Tyrrell	July 2019
C - Improved progress and attainment outcomes for disadvantaged pupils	Music Tuition subsidised for disadvantaged pupils (£4,000)	<p>In 2018 KS4 results, there was a gap in attainment and progress between PP and non-PP pupils - see data on page 1 of strategy</p> <p>Research led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills. <a href="http://www.bbc.co.uk/news/health-28703013">http://www.bbc.co.uk/news/health-28703013</a></p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully</a> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p>	Monitoring PP pupil outcomes.	Helen Tyrrell	July 2019

<b>Total budgeted cost</b>	<b>£152,603</b>
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iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B - Improved attendance of disadvantaged pupils</p> <p><i>leading to</i></p> <p>improved progress outcomes for disadvantaged pupils.</p>	<p>Attendance Support (including an Attendance Officer) (£43,727)</p>	<p>In 2018, Persistent absence for PP pupils was 37.2% and non-PP pupils was 14%. (In 2018 KS4 results, there was a gap in attainment and progress between PP and non-PP pupils - see data on page 1 of strategy).</p> <p>Targeted support to promote improved attendance for disadvantaged pupils. Whole school attendance is below the national average with the attendance of disadvantaged pupils being below national comparators. SOL Attendance tracking training provided to support the full implementation of the new system across school so that staff effectively use more intelligent data about attendance to improve attendance figures.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	<p>Monitoring of improvements in disadvantaged attendance data.</p>	<p>Helen Tyrrell</p>	<p>July 2019</p>
<p>B - Improved attendance of disadvantaged pupils</p> <p><i>leading to</i></p> <p>improved progress outcomes for disadvantaged pupils.</p>	<p>Inclusion Team Support (including an Inclusion Manager) (£52,659)</p>	<p>In 2018, Persistent absence for PP pupils was 37.2% and non-PP pupils was 14%. (In 2018 KS4 results, there was a gap in attainment and progress between PP and non-PP pupils - see data on page 1 of strategy).</p> <p>To support families with specific needs by engaging families with external agencies support. Targeted support to promote improved attendance for disadvantaged pupils. Whole school attendance is below the national average with the attendance of disadvantaged pupils being below national comparators.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	<p>Monitoring of improvements in disadvantaged attendance data.</p>	<p>Helen Tyrrell</p>	<p>July 2019</p>

D - Access to improved learning activities to raise aspirations and improved employability and skills.	Independent Advice and Guidance plus work experience (£26,440)	Last year, as a result of targeted Careers Advice and Guidance, NEET figures continued to be less than 1.5%. All Year 11 pupils have a mock interview with a local employer preparing them for college/workplace, all completed CV and applications for college/apprenticeships. Drop down days for every year group to raise aspiration.  Strong careers information, advice and Guidance as well as educational experiences are also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</a>	Monitoring of improvements in disadvantaged pupil outcomes in year 11. NEETS figures continue to be less than 1.5%.	Helen Tyrrell	July 2019
D - Access to improved learning activities to raise aspirations and improved employability and skills.	Attending college courses with Barnsley college (£48,000)	Last year, NEET figures continued to be less than 1.5%. Year 11 students can access qualifications at a local college. The provision of an alternative qualification at level 2 in a different context to meet the needs of students is seen as one of the 7 building blocks for success when supporting the attainment of disadvantaged pupils – <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a>	Tracking of improvements in progress outcomes for disadvantaged pupils	Helen Tyrrell	July 2019
<b>Total budgeted cost</b>					£170,828
<b>Overall Total Cost</b>					£378,781

## Proportionate Allocation of PP Funding

Allocation Area	Amounts Allocated	Proportion of Spending
Quality First Teaching & Targeted Academic Provision	£89830	24%
Attendance	£103886	27%
Emotional Wellbeing and Behaviour	£110625	29%
Wider Opportunities, Engagement & Aspirations	£74440	20%