

Pupil premium strategy 2019-20

1. Summary information					
School	Netherwood Academy				
Academic Year	2019 - 20	Total PP budget	£407,660	Date of most recent Pupil Premium (PP) Review	May 2019
Total number of pupils	1205	Number of pupils eligible for PP	436	Date for next internal review of this strategy	Sep 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP in School (national average 'Other' 2018)
Students Achieving 9-5 in English and Maths	16% (English 33%, Maths 18%)	33% (50%)
Students Achieving 9-4 in English and Maths	36% (English 50%, Maths 42%)	59% (72%)
Students Achieving the E-BACC	7%	13% (29%)
Attainment 8 score	29.55	40.93 (50.1)
Progress 8	-1.23	-0.69 (0.13)
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
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	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		

D.	At home, pupils may lack suitable access to enrichment activities and positive learning resources that promote independence, support learning and raise aspirations	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	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 11.9%, PP 19.5%, Non PP 6.8%)
B.	Improved attendance to enable pupils to access more learning	Improved attendance of disadvantaged pupils (leading to improved progress outcomes for disadvantaged pupils). Improved attendance data (In 2019, the attendance of PP pupils was 87.4% vs. Non-PP 93.8%) Improved Persistent absence data (In 2019, Persistent absence for PP pupils was 33.8% and non-PP pupils was 15.8%)
C.	Enhanced academic support for disadvantaged pupils (including the More Able) enabling them to improve academic outcomes and address prior learning gaps	Improved progress and attainment outcomes for disadvantaged pupils from the 2019 outcomes (attainment 29.55, progress -1.23) with a particular focus on attainment in mathematics, including for the More Able PP pupils
D.	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)

5. Planned expenditure	
Academic year	2019-20
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.	

i. Quality of teaching for all					
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 (including the More Able)	Support provided for pupils through additional adults (HLTAs) in numeracy and additional classes in all core subjects for each year group (£36,237)	<p>In 2019 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 addition, there is an extra class for each core subject in each year group to ensure there are smaller groups and the ratio of teacher to student is higher.</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 https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/ https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/teaching-assistants/ 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	Termly
C - Improved progress and attainment outcomes for disadvantaged pupils (including the More Able)	GCSE Pod (£2,500)	<p>In 2019 KS4 results, GCSE (inc English and Maths 4+) 36% of PP pupils attained compared to 59% of their non-PP peers. In Science there were some slight improvements in KS4 outcomes, however a gap in attainment still remains between PP at 18.3% and Non-PP at 28.7% for 5+.</p> <p>To provide an additional and engaging resource for both key stages for revision and homework tasks in Science.</p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit 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	Termly
Total budgeted cost					£38,737

ii. Targeted support					
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?
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. (£3,000)</p> <p>Funded educational experiences in food technology through an ingredient subsidy (£2,040)</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>Last year, the Progress Measure (Open Progress) for PP pupils demonstrated an improvement from -1.81 in 2018 to -1.60 in 2019. Similarly, there was also an improvement in the EBACC progress element for PP pupils from -1.45 in 2018 to -1.22 in 2019.</p> <p>Despite the slight improvements above, in 2019 KS4 results, there was a gap in attainment and progress between PP and non-PP pupils (see data on page 1 of strategy) – continued focus still required</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully - 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	Termly
C - Improved progress and attainment outcomes for disadvantaged pupils.	Literacy/Reading/ Specific Strategies to Support Specific reading needs (£19,866)	<p>In 2019, at KS3, PP improved from year 7 into year 8 by 9.6% in English outcomes based on a GL assessment. (9% increase from 2017). This shows that comprehension is improving. However, the gap to Non-PP peers remains but is closing year on year. 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 - https://www.gov.uk/government/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully</p>	Tracking of improvements in literacy outcomes for disadvantaged pupils.	Helen Tyrrell	Termly

<p>C - Improved progress and attainment outcomes for disadvantaged pupils (including the More Able)</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 - 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</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 https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/</p> <p>In 2019, KS4 Mathematics (Achieving 9-5 in Maths) results for disadvantaged pupils improved by 1% in 2019 (from 17% in 2018 to 18% in 2019) through targeted spending on mathematics. However, a gap to Non-PP peers (at 23%) 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 https://educationendowmentfoundation.org.uk/tools/guidancereports/maths-ks-two-three/</p>	<p>Tracking of improvements in maths outcomes for disadvantaged pupils at KS3 / KS4</p>	<p>Helen Tyrrell</p>	<p>Termly</p>
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C - Improved progress and attainment outcomes for disadvantaged pupils.	KS3 English Leader and PP Leader - TLR (£11,891)	<p>In 2019, at KS3, PP improved from year 7 into year 8 by 9.6% in English outcomes based on a GL assessment. (9% increase from 2017). This shows that comprehension is improving. However, the gap to Non-PP peers remains but is closing year on year. Continued targeted support on reading is still required.</p> <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 - 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</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 https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/</p>	Tracking of improvements in English outcomes for disadvantaged pupils at KS3	Helen Tyrrell	Termly
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A - Improved emotional well-being of pupils evident	Alternative 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. (£82,425)	<p>An Alternative 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 2019, Persistent absence for PP pupils was 33.8% and non-PP pupils was 15.8%. 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; https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>Reducing class size is demonstrated by the EEF to show increased progress at https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/reducing-class-size/</p>	Monitoring of data demonstrating improvements in emotional well-being	Helen Tyrrell	Termly
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<p>B - Improved attendance of disadvantaged pupils</p> <p><i>leading to improved progress outcomes for disadvantaged pupils.</i></p>	<p>Provision of a uniform and equipment subsidy (including revision guides in English, Maths and Science) (£7,500)</p>	<p>In 2019, Persistent absence for PP pupils was 33.8% and non-PP pupils was 15.8%. (In 2019 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 https://www.gov.uk/government/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully</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>Termly</p>
<p>A - Improved emotional well-being and behaviour of pupils evident</p>	<p>Counselling and additional support from external agencies to support pupils with SEMH (Social Emotional Mental Health) / behavioural needs (£40,171)</p>	<p>In 2019, the exclusion rate (%FTE1+) for PP pupils was higher than that of non-PP pupils (19.5% for PP, 6.8% of non PP compared to 2018 17.9% PP vs. 6.2% Non-PP). This indicates a need to target additional support towards PP pupils in order to remove any identified barriers to attending school.</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. This provision is planned to help students struggling with mainstream curriculum to access suitable alternative provision ensuring access to education and reducing exclusion rates.</p>	<p>Monitoring of pupil exclusion levels</p>	<p>Helen Tyrrell</p>	<p>Termly</p>
<p>C - Improved progress and attainment outcomes for disadvantaged pupils</p>	<p>Music Tuition subsidised for disadvantaged pupils (£4,300)</p>	<p>In 2019 KS4 results, there was a gap in attainment and progress between PP and non-PP pupils - see data on page 1 of strategy. Music results for 2019 were the highest in the Academy showing that this a good use of funding. PP at 78.6% and non-PP at 72,2% for 5+.</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. http://www.bbc.co.uk/news/health-28703013</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p>	<p>Monitoring PP pupil outcomes.</p>	<p>Helen Tyrrell</p>	<p>Termly</p>

Total budgeted cost					£179,980
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 improved progress outcomes for disadvantaged pupils.</i></p>	<p>Attendance Support and leadership (including an Attendance Officer and EWS service) (£55,686)</p>	<p>In 2019, Persistent absence for PP pupils was 33.8% and non-PP pupils was 15.8%. (In 2019 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 (91.2%) is below the national average (94.5%) with the attendance of disadvantaged pupils being below national comparators. In 2019, the attendance of PP pupils was 87.4% vs. 91.9% National PP.</p> <p>Attendance tracking is in place across school so that key staff can effectively use more intelligent data about attendance to improve attendance figures. Senior leadership capacity to ensure that attendance improves rapidly.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>Monitoring of improvements in disadvantaged attendance data.</p>	<p>Helen Tyrrell</p>	<p>Termly</p>
<p>B - Improved attendance of disadvantaged pupils</p> <p><i>leading to improved progress outcomes for disadvantaged pupils.</i></p>	<p>Safeguarding and wellbeing support (£55,013)</p>	<p>In 2019, Persistent absence for PP pupils was 33.8% and non-PP pupils was 15.8%. (In 2019 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 (see row above)</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>Monitoring of improvements in disadvantaged attendance data.</p>	<p>Helen Tyrrell</p>	<p>Termly</p>

D - Access to improved learning activities to raise aspirations and improved employability and skills.	Independent Advice and Guidance plus work experience (£41,849)	<p>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.</p> <p>Strong careers information, advice and Guidance as well as educational experiences are also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</p>	Monitoring of improvements in disadvantaged pupil outcomes in year 11. NEETS figures continue to be less than 1.5%.	Helen Tyrrell	Termly
D - Access to improved learning activities to raise aspirations and improved employability and skills.	Attending college courses with Barnsley college (£36,500)	<p>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 –</p> <p>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</p>	Tracking of improvements in progress outcomes for disadvantaged pupils	Helen Tyrrell	Termly
Total budgeted cost					£189,048
Overall Total Cost					£407,765

Proportionate Allocation of PP Funding

Allocation Area	Amounts Allocated	Proportion of Spending
Quality First Teaching & Targeted Academic Provision	£88,621	22%
Attendance	£118,199	29%
Emotional Wellbeing and Behaviour	£122,596	30%
Wider Opportunities, Engagement & Aspirations	£78,349	19%