

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 our school.

## School overview

Detail	Data
School name	Netherwood Academy
Number of pupils in school	1229
Proportion (%) of pupil premium eligible pupils	39.6% (240 male, 247 female)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22, (2021-2024)
Date this statement was published	
Date on which it will be reviewed	Sept 2024 (Plus annual review Sept 2022 and 2023)
Statement authorised by	Mr J Mitchell
Pupil premium lead	Mrs F Gwynnette
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425,290.00
Recovery premium funding allocation this academic year	£50,000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£475,290.00

# Part A: Pupil premium strategy plan

## Statement of intent

Netherwood Academy is a Secondary School in Barnsley, UK.

Measured by the Indices of Multiple Deprivation (IMD) 2019 Barnsley is the 38<sup>th</sup> most deprived area in England out of 317\* according to the 'average score'. This position has not changed more than 3 positions since 2015. (<https://www.barnsley.gov.uk/services/our-council/research-data-and-statistics/deprivation/>)

This is based on the concept that deprivation is more than just poverty and although related it links to much wider issues including lack of resources and opportunities. It is the intent of Netherwood Academy to ensure that the pastoral, social and academic needs of our disadvantaged students are met within a nurturing and caring environment. We hope that every student discovers a love of learning and a skillset to enable them to fulfil their potential as an adult.

*\*1 being the most deprived and 317 being the least deprived.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance
2	Low Literacy Skills
3	Low Aspirations
4	Anxiety and Mental Health
5	Gaps in knowledge
6	Student Teacher Relationships

## Intended outcomes

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

Challenge number	Intended outcome	Success criteria
1	<i>Increased attendance figures of PP students.</i> <b>3 Year Strategic Priority</b>	Students and families are supported by school and wider services to discover the barriers to attendance and remove them where possible.

		<p>When in school, students know where to go when there is an issue.</p> <p>2020-21 85.9% (5 half terms for Y11)</p>								
2	<p><i>Improved Literacy skills.</i> <b>3 Year Strategic Priority</b></p>	<p>Targeted students access, Lexia, Lexonic, Lexonic Leap interventions and achieve advanced rates of progress.</p> <p>Students complete the NGRT termly in KS3 and show an improved score.</p> <p>Y10 to complete NGRT in Autumn and Summer. Interventions identified and Exam Access Arrangements assessed.</p> <p>PP students with a Reading Age &lt;9years is reduced. Sept 2021: 22.9% Overall</p> <table border="1"> <thead> <tr> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> </tr> </thead> <tbody> <tr> <td>38.1%</td> <td>24.5%</td> <td>12.2%</td> <td>11.1%</td> </tr> </tbody> </table>	Y7	Y8	Y9	Y10	38.1%	24.5%	12.2%	11.1%
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3	<p>Increased participation in extracurricular activity including Trips. All PP students should access at least 1 trip (day or residential whilst at Netherwood Academy) Increase drive and aspiration for further education <b>3 Year Strategic Priority</b></p>	<p>Approximately 40% PP on every trip.</p> <p>Reduced NEETS figure through improved employability and skills.</p> <p>KS4 Trips to Colleges and Universities resume.</p>								
4	<p>Improved student understanding of Mental Health and the support available to them. <b>3 Year Strategic Priority</b></p>	<p>Increased marketing and advertising of drop in sessions in school that students can attend.</p> <p>Safeguarding and Wellbeing team monitor attendance and follow up.</p> <p>Safeguarding and Wellbeing Officers are proactive in their interactions with students.</p>								
5	<p>Decrease in the knowledge/attainment gap between PP and Non PP students <b>3 Year Strategic Priority</b></p>	<p>Increase in % PP students achieving their target grades at KS4 / Making expected levels of progress KS3.</p> <p>Consistent application of the Teaching and Learning Priorities across school.</p> <p>PP students asked targeted questions once a lesson, every lesson.</p> <p>Gaps begin to close in each area detailed below.</p>								

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6	Improved student teacher relationships leading to lower sanction and suspension levels <b>3 Year Strategic Priority</b>	<p>Running total of Suspensions (Previously FTE's) of PP students remains below Year 2020-21</p> <table border="1"> <thead> <tr> <th>PP ONLY</th> <th>Year 20-21</th> <th>To end of week 6 21-22</th> </tr> </thead> <tbody> <tr> <td>1+ FTE</td> <td>13%</td> <td>8.70%</td> </tr> <tr> <td>2+ FTE</td> <td>5.10%</td> <td>1.70%</td> </tr> </tbody> </table> <p>Student Voice to be collected and reviewed by SLT.</p>	PP ONLY	Year 20-21	To end of week 6 21-22	1+ FTE	13%	8.70%	2+ FTE	5.10%	1.70%																																	
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## 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: £232,152.00 (49% of Total Budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Staff Development (Teachers and Support staff) <b>£6,000</b>  IRIS <b>£1,100</b>	Supporting high quality teaching is pivotal in improving children’s outcomes. Research shows that high quality teaching can narrow the disadvantage gap. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	Main 5  Supporting 6
Incentives for students <b>£1,600</b>  Hospitality <b>£3,000</b>	Evidence suggests that by increasing parental engagement and rewarding/praising students for what they do and achieve in the classroom the attendance and performance of students improves by upwards of 4 months a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	Main 1  Supporting 3 and 6
Revision Guides <b>£11,200 (+£5,000 Recovery)</b>  Novels and Textbooks <b>£3,400</b>  After School Interventions + Refreshments <b>£28,000 (Recovery)</b> AND Holiday Revision Sessions	Involving parents in their child’s education can lead to gains of over 3 months over the course of a year, Providing the resources means the parent/carer has the practical strategies to support the learning in the home yet doesn’t bear the financial burden. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>  Tue/Wed/Thurs for 30 weeks. To boost teaching opportunities to make up for lost learning.  The EEF states that by extending the time spent in school can add 3+ months to a students learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>  This applies to Period 6 sessions and additional sessions during the holidays.	Main 5  Supporting 2 and 3

£4,000 (Recovery)		
Additional Staffing in Alternative Provision £78,000  SLA Student Learning £3,000	<p>Smaller class sizes and stronger working relationships between staff and students allows for students who for many reasons; exclusion, illness, behavioural or otherwise are able to access a curriculum that is specific to their group needs. Specialist staff who are trained to deal with complex social and emotional needs of various students mean that we are able to deliver a diverse and effective curriculum where students can gain qualifications that enable them to access college or work placements.</p> <p>Work with the Local Authority means we have access to assessments for wider needs. E.g. the Educational Psychologist, SEND assessments.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748910/Investigative_research_into_alternative_provision.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748910/Investigative_research_into_alternative_provision.pdf</a></p>	Main 1  Supporting 2-6
Training and staffing of the Literacy interventions £83,000  <i>Lexonic (plus Lexonic Leap)</i> £4,020  <i>Lexia</i> £832	<p>Improving literacy across the curriculum is vital to student academic improvement. It is recognised that literacy skills are required both in general and subject specific for students to access and develop in all curriculum areas. Reading strategies should be used in all areas and can be utilised in order to support recall, prediction and comprehension. Developing a model of tiered support is a promising approach.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	Main 2  Supporting 1, 3, 4, 5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 114,432 (24% of Total Budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Guest speakers and workshops</i> £3,000	Participation in the arts has a minimal cost and can add +3 months to a student's progress. It has shown to have a positive impact on other areas of the curriculum. Programmes can be a one off event or a weekly activity.	Main 3  Supporting 5 and 6

<p>University Visits £5,000 (Recovery)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>A survey by ASCL states that one of the most effective ways to raise aspirations is showing the students what is available to them. Without the school taking the students on these visits, many of them do not have the opportunity and therefore feel it is unachievable.</p>	
<p>Peripatetic Lessons £34,000</p>	<p>Research has shown that Music tuition has had a positive impact on attendance figures. Research at Northwestern University has shown that learning to sing or play a musical instrument can help disadvantaged pupils improve their reading skills as well as having a positive effect on their wellbeing.</p> <p><a href="https://news.northwestern.edu/stories/2014/12/how-music-class-can-spark-brain-development/">https://news.northwestern.edu/stories/2014/12/how-music-class-can-spark-brain-development/</a></p> <p><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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>Main 2</p> <p>Supporting 1, 3 and 4</p>
<p>Pivotal £2,040</p>	<p>Whilst some misbehaviour in lessons has been reported by teachers for centuries and although the majority are well behaved the few who disrupt cause stress for everyone involved and can have a lasting impact on the outcomes of others. Pivotal are working with us to support our school improvement plans and provide staff with strategies to manage the classrooms and wider spaces around school. Effective classroom management reduces incidents of interruption therefore improving student outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>Main 6</p> <p>Supporting 1-5</p>
<p>Language Kerboodle £140</p> <p>White Rose Maths £1072</p> <p>Maths Watch £180</p>	<p>Homework activities vary between subjects however it is clear that homework can have a positive impact on average of +5 months for secondary pupils when completed regularly. Work that is directly linked to the classroom content has been shown to be most effective. Quality over quantity and the most effective is when it is used as an integral part of the students learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>Main 5</p> <p>Supporting 2 and 3</p>

<p><i>Art / DT / Food</i> <b>£4,000</b></p>	<p>Many of our PP students are unable to provide their own ingredients and equipment. In line with research we are providing this so that students have a full range of educational experiences.</p> <p><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>Main 1</p> <p>Supporting 3 and 5</p>
<p><i>College / CORE placements</i> <b>£65,000</b></p>	<p>A small number of students have been identified as having poor attendance and wider needs which were not being met in the mainstream aspect of the school. As a school we have seen an improvement in attendance, performance and behaviour when these students are engaged in a different setting. They are now successfully attending Barnsley College or a place at CORE Barnsley.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p>	<p>Main 1</p> <p>Supporting 2-5</p>

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

Budgeted cost: £ 131,000 (27% of Total Budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Trips</i> <b>£45,000</b> <b>(+£8000</b> <b>Recovery for</b> <b>KS4 Core Trips)</b></p>	<p>According to Ofsted, external, interactive activities tie learning to personal experiences and memories, helping students to develop a deeper understanding of subjects. Many of our students will not have the opportunity outside of school to participate in wider activities away from the local area.</p> <p><a href="https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/school-visits-and-outdoor-learning/">https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/school-visits-and-outdoor-learning/</a></p>	<p>Main 1</p> <p>Supporting 3, 4 and 6</p>
<p><i>Attendance and Safeguarding Officers</i> <b>£34,000</b></p>	<p>Providing well-targeted support to improve attendance, behaviour or links with families where these pose a barrier to student learning. Meeting the needs of these students has proven to increase attendance.</p> <p><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>Main 1</p> <p>Supporting 4</p>



<i>Uniform</i> <b>£10,000</b>	Although there is no evidence to attach uniform to an academic outcome as yet it is clear that uniform is a barrier to some student attendance and therefore reducing the barrier and increasing the students time in school will lead to improved outcomes.	Main 1  Supporting 3, 4, 5
<i>Optical / Dental</i> <b>£5,000</b>	Students suffering from poor dental or optical health not only impacts on the individual physically but mentally as well as the wellbeing of the family. Students with toothache or poor vision may suffer pain, infection, difficulty sleeping and socialising, all of which have a negative impact on their ability to concentrate and perform in lessons.	Main 4  Supporting 1 and 5
<i>Mental Health Support</i> <b>£6,000</b>	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Some students benefit greatly from access to regular support for their mental health and general wellbeing. This generates an increase in attitudes to learning and has a positive impact across the board.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	Main 4  Supporting 1, 3 and 5
<i>Breakfast Club / Water</i> <b>£15,000</b>	Meeting the physical needs of a student is vital if they are to be successful, safe, consistent and achieve deeper learning. Many of our students have not had the most basic physical need satisfying before arriving to school. With Covid 19 we have closed the water fountains for health and safety so will be providing bottled water to those who need it.	Main 1  Supporting 2-6
<i>Transport</i> <b>£8,000</b>	Some of the most vulnerable students have difficulty accessing the school via local transport methods so we engage with local taxi companies to ensure that transport is not a barrier to attendance and learning. A school minibus is required to collect and deliver students to school, placements, academic trips, interviews and rewards.	Main 1  Supporting 3, 4 and 6

**Total budgeted cost: £477,584**

## 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 2020 to 2021 academic year. (Total Amount for Previous Year £427,750.00)

#### Spending Last Academic Year:

- For children to undertake activities to support their emotional well-being and behaviour
- For engagement in learning and outcomes to increase through improved learning experiences and raised aspirations, leading to improved employability and skills.
- Enhanced academic support for disadvantaged pupils (including the More Able) enabling them to improve academic outcomes and address prior learning gaps
- Improved attendance to enable pupils to access more learning

#### Success Criteria and Impact

The percentage of PP students achieving 9-4 in English and Maths, 9-4 and 9-5 in Maths has increased, narrowing the gap compared to previous years. The gap in Attainment 8 has reduced in all except Ebacc.

Improved emotional well-being and behaviour of pupils evident resulting in reduced behaviour incidents and exclusions.

#### PP FTE

2019 – 20: 230 (70 students)

2020 – 21: 163 (61 students)

#### Sessions lost

2019 – 20: 800

2020 – 21: 773

#### Failed Classroom expectations

2019 – 20: 5213

2020 – 21: 4030

Both successful but require ongoing focus to further improve.

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.

Due to Covid-19 we were in a very different position than planned. Students engaged online for the majority but Extra Curricular and Enriched Learning activities were postponed. Although an increase in PP attainment figures, the gap between PP students and their non-PP peers only moved marginally. Requires further development.

2020 -0.86 P8 Gap of 0.78

2021 -1.08 P8 Gap of 0.70

Improved progress and attainment outcomes for disadvantaged pupils with a particular focus on attainment in mathematics and English, including for the More Able PP pupils.

Covid had impacted on many of our PP students yet sustained a similar gap from the year previous. This will be an ongoing target for Netherwood.

Gap between PP and non-PP:

2019-20	20.2%
2020-21	20.4%

Improved attendance data (In 2020, the attendance of PP pupils was 87.4% vs. Non-PP 93.9%)

Attendance:

2019-20	PP:	87.4%
	Non PP:	93.9%
2020-21	PP:	85.9%
	Non PP:	93.9%

Attendance data shows PP and SEND to be areas of concern and particularly the group of students who fit into both key focus groups.

- We have 158 students who are both PP & SEND.
- 135 students = PP & SEND K
- 23 students = PP & SEND E
- 40 PPSSEND students have attendance >90%, with 143 of these improving their attendance compared to last year.
- 32 PPSSEND students have attendance between 90 – 95%
- 85 PPSSEND students <90% (70= K, 15=E).
- 15 of these students have only joined Netherwood this academic year as in year transfers.
- 29 of these students also have multiple FTE, 3 of which are sSEND E
- 56 of these have not received any FTE

It is worth noting that Regionally Yorkshire & The Humber continues to have a higher incidence of cases than many other regions in England and Barnsley in particular has often been ranked within the top 5 areas nationally throughout the pandemic. We saw a surge in cases and bubble closures during the final week of HT 4 but despite this, our attendance remained above the secondary school national average by 2.7%.

Improved Persistent absence data (In 2020, Persistent absence for PP pupils was 37.8% and non-PP pupils was 16.4%)

2019-20 PA of PP:	37.8%
PA of Non PP:	16.4%
2020-21 PA of PP:	41.4%
Pa of Non PP:	16.3%

Improved attendance of disadvantaged pupils (leading to improved progress outcomes for disadvantaged pupils).

Overall attendance of PP

2019-20	87.4%
2020-21	85.9%

Covid-19 impacted heavily on some of our disadvantaged families which is reflected in the figures above. The addition of 2 attendance and safeguarding officers will drive improvements in this area. PP attendance is obviously a key focus area. Pastoral staff, attendance team and PP mentors continue to

monitor student attendance closely and actively explore barriers to attendance / engagement. We hope to establish routines and aspirations in preparation for the new academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Skills Academy – Construction, Motor Mechanics, Child Care, Animal Care.	Barnsley College
Alternative Education Provision concentrating on CORE subjects and Social and Emotional Health with trained practitioners who assist with EHCP applications.	CORE Barnsley

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further Information

In addition to the strategic plan mapped out in the strategy, additional resource has been allocated to the school to support a Direct Instruction intervention as part of a Corrective Curriculum approach in mathematics in KS3 and My Tutor has been funded for a significant amount of Year 11 students. Some funding from outside the PP strategy has been used to support this.