

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	1236
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24, (2022-2025)
Date this statement was published	14/12/2023
Date on which it will be reviewed	Sept 2025 (Plus annual review Sept 2023 and 2024)
Statement authorised by	Mr J Mitchell
Pupil premium lead	Mrs F Gwynette
Chair of Governors	Mr R Ellam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£516,123.00
Recovery premium funding allocation this academic year	£133,584
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£649,707

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 38th 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	<p><i>Increased attendance figures of PP students.</i></p> <p>3 Year Strategic Priority</p>	<p>Students and families are supported by school and wider services to discover the barriers to attendance and remove them where possible.</p> <p>When in school, students know where to go when there is an issue.</p> <p>Attendance Data: 2020-21 85.0% 2021-22 80.6% 2022-23 82.0%</p> <p>The attendance office is now at the front of school meaning oversight at the point of entry and exit is clearer and all students and parents/carers have been communicated with about what to do to report attendance, who to speak to and what information is required.</p>																				
2	<p><i>Improved Literacy skills.</i></p> <p>3 Year Strategic Priority</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 <9years is reduced.</p> <p>Sept 2021:</p> <table border="1" data-bbox="683 1122 1166 1218"> <tr> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> </tr> <tr> <td>38.1%</td> <td>24.5%</td> <td>12.2%</td> <td>11.1%</td> </tr> </table> <p>Sept 2022:</p> <table border="1" data-bbox="683 1265 1046 1361"> <tr> <th>Y7</th> <th>Y8</th> <th>Y9</th> </tr> <tr> <td>31.8%</td> <td>15.5%</td> <td>3.7%</td> </tr> </table> <p>Sept 2023:</p> <table border="1" data-bbox="683 1408 1407 1505"> <tr> <th>Y7</th> <th>Y8</th> <th>Y9</th> </tr> <tr> <td>22.0%</td> <td>19.4%</td> <td>Did not test</td> </tr> </table>	Y7	Y8	Y9	Y10	38.1%	24.5%	12.2%	11.1%	Y7	Y8	Y9	31.8%	15.5%	3.7%	Y7	Y8	Y9	22.0%	19.4%	Did not test
Y7	Y8	Y9	Y10																			
38.1%	24.5%	12.2%	11.1%																			
Y7	Y8	Y9																				
31.8%	15.5%	3.7%																				
Y7	Y8	Y9																				
22.0%	19.4%	Did not test																				
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)</p> <p>Increase drive and aspiration for further education</p> <p>3 Year Strategic Priority</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 continue.</p> <p>2023: Students have been able to access trips to the Theatre in London and Leeds. Trips to High Ropes Adventures, NYC, Sheffield based Universities have provided our students with life skills and opportunities which they may have otherwise not had. Students have been supported either in part or in full on these trips from the budget and parents/carers have been incredibly grateful for the new and discrete Application For Funding process available to them.</p>																				

		NEETS from the 2022-23 cohort was 0.025%																					
4	<p>Improved student understanding of Mental Health and the support available to them.</p> <p>3 Year Strategic Priority</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> <p>2023: Students are now fully aware of our It Stops Now Campaign which allows students to use an email system to email (anonymously if they wish) to a specific email and report or ask any questions. This is managed by all members of SLT daily. We also have a significant number of students working with our DDSL who signposts and directly supports students who are struggling with a variety of needs. Students have spoken openly about how valuable the time spent with this staff is. We will also be increasing capacity in this area moving forward.</p>																					
5	<p>Decrease in the knowledge/attainment gap between PP and Non PP students</p> <p>3 Year Strategic Priority</p>	<p>Increase in % PP students achieving their target grades at KS4 / Making expected levels of progress KS3.</p> <p>Quality First Teaching in all subjects.</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>2023: PP Students being asked as part of cold calling every lesson is part of the Academy practice.</p> <p>Teaching and Learning at Expected Career Stage or better: 2022: 41% 2023 78%</p> <p>Pupil Premium Student outcomes: 2022: -1.09 2023: -0.77</p>																					
6	<p>Improved student teacher relationships leading to lower sanction and suspension levels</p> <p>3 Year Strategic Priority</p>	<p>Running total of Suspensions (Previously FTE's) of PP students remains below Year 2020-21</p> <table border="1"> <thead> <tr> <th>Pupil Premium</th> <th>LLB-ALL</th> <th>HLB-ALL</th> <th>Punctuality - ALL</th> <th>FTE</th> <th>1+ FTE</th> <th>2+ FTE</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>3053</td> <td>1169</td> <td>320</td> <td>860</td> <td>27.7%</td> <td>14.4%</td> </tr> <tr> <td>2021-2022*</td> <td>3401</td> <td>1058</td> <td>849</td> <td>542</td> <td>22.6%</td> <td>10.3%</td> </tr> </tbody> </table>	Pupil Premium	LLB-ALL	HLB-ALL	Punctuality - ALL	FTE	1+ FTE	2+ FTE	2022-2023	3053	1169	320	860	27.7%	14.4%	2021-2022*	3401	1058	849	542	22.6%	10.3%
Pupil Premium	LLB-ALL	HLB-ALL	Punctuality - ALL	FTE	1+ FTE	2+ FTE																	
2022-2023	3053	1169	320	860	27.7%	14.4%																	
2021-2022*	3401	1058	849	542	22.6%	10.3%																	

		2020-2021	1251	142	Not recorded	163	7.2%	5.1%
		<p>*2022 saw the start of a shift in terms of a new behaviour culture framework. Student Voice to be collected and reviewed by SLT.</p> <p>2023: Although a spike in HLB, much of this is due to Truancy and this was an issue with Truancy which is being managed moving forward through the behaviour and culture framework. The reduction in LLB is a reflection of the improvement in classroom behaviour and although still more work to be done here also, the change is apparent. Late sanctions had a significant impact with a 62% reduction. Suspensions rose as a direct result of the Academy holding all students to a higher standard and being unapologetic about raising aspirations.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £272,500 (41.9% of Total Budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Staff Development (Teachers and Support staff)	<p>Quality First Teaching is pivotal in improving children’s outcomes. Research shows that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>Main 5</p> <p>Supporting 6</p>
Incentives for students Hospitality	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>Main 1</p> <p>Supporting 3 and 6</p>
Revision Guides Novels and Textbooks Lesson 6 for Y11 / Holiday Revision Sessions Interventions + Refreshments	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Tue/Wed/Thurs for 30 weeks. To boost teaching opportunities to make up for lost learning.</p> <p>The EEF states that by extending the time spent in school can add 3+ months to a students learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>This applies to Period 6 sessions and additional sessions during the holidays.</p>	<p>Main 5</p> <p>Supporting 2 and 3</p>

<p>Additional Staffing and Resources in Alternative Provision</p> <p>SLA Student Learning</p>	<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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748910/Investigative_research_into_alternative_provision.pdf</p>	<p>Main 1</p> <p>Supporting 2-6</p>
<p>Training and staffing of the Literacy interventions, and specific Literacy focussed staff</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>Main 2</p> <p>Supporting 1, 3, 4, 5</p>

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

Budgeted cost: £148,200 (22.8% of Total Budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Guest speakers and workshops</i></p> <p>University Visits</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>Main 3</p> <p>Supporting 5 and 6</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.	
<i>Peripatetic Lessons</i>	<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>https://news.northwestern.edu/stories/2014/12/how-music-class-can-spark-brain-development/</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>Main 2</p> <p>Supporting 1, 3 and 4</p>
<i>Educational Software</i> <i>Sparx</i> <i>Educake</i> <i>Exampro</i> <i>Kerboodle</i> <i>WRM</i> <i>Maths Watch</i> <i>NCFE</i> <i>ASDAN</i> <i>MidYis</i> <i>IDL</i> <i>LASS</i> <i>Historical Association</i> <i>The Award Scheme</i>	<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>Access to subject specific resources for teaching materials.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>Main 5</p> <p>Supporting 2 and 3</p>
<i>Art / DT / Food</i>	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>Main 1</p> <p>Supporting 3 and 5</p>

	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	
<i>College / CORE placements</i>	<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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	<p>Main 1</p> <p>Supporting 2-5</p>

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

Budgeted cost: £229,000 (35.2% of Total Budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trips</i>	<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>https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/school-visits-and-outdoor-learning/</p>	<p>Main 1</p> <p>Supporting 3, 4 and 6</p>
<i>Attendance and Safeguarding</i>	<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>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</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. Some students benefit greatly from access to regular support for their mental health and general</p>	<p>Main 1</p> <p>Supporting 4</p> <p>Main 4</p> <p>Supporting</p>

	<p>wellbeing. This generates and increase in attitudes to learning and has a positive impact across the board.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 3 and 5
<i>Uniform</i>	<p>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.</p>	<p>Main 1</p> <p>Supporting 3, 4, 5</p>
<i>Breakfast Club / Water</i>	<p>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.</p> <p>Funding has been secured with National School Breakfast Club</p>	<p>Main 1</p> <p>Supporting 2-6</p>
<i>Transport</i>	<p>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.</p> <p>A school minibus is required to collect and deliver students to school, placements, academic trips, interviews and rewards.</p>	<p>Main 1</p> <p>Supporting 3, 4 and 6</p>

Total budgeted cost: £649,700 (99.9%)

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 2022 to 2023 academic year. (Total Amount for Previous Year £456,055.00)

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on National assessment data and our own internal summative and formative assessments.

The data demonstrated that Netherwood Academy showed a P8 improvement from -1.09 in 2022 to -0.77 in 2023. This is a huge improvement in outcomes for the students in the Summer of 2023.

To help us gauge the performance of our disadvantaged students at National and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged students.

The data demonstrates that Netherwood Academy has been highlighted as one of the top 5% for most improving schools in England in terms of P8 measures.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged students' performance, including attendance, behaviour and wellbeing.

The data demonstrated that Netherwood Academy showed improvements in attendance, particularly in the reduction of persistently absent students. Wellbeing has been a huge area of focus and our students have shown their appreciation for the expanding team in both attendance and wellbeing which will continue to expand to enable us to support even more of our students. We have had a significant behaviour drive in line with the Academy Trust wide Core Routines and Expectations and this has meant that although there has been a rise in suspensions due to our unapologetically high expectations, the impact around school is apparent to see. Lessons are disruption-free leaving students to work in a calm and focussed environment.

Based on all of the information above, the performance of our disadvantaged students met with our increased expectations, and we are at present on course to achieve the outcomes we set to achieve in 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategic plan and made changes to how we intend to use some of the budget this 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, Hairdressing.	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

--