

Netherhall School



Pupil Premium Strategy Statement 2019-22

Pupil Premium Impact Statement 2019-22: Netherhall School

The trend over the last three years at Netherhall shows the progress of our Pupil Premium students has been a key focus for all staff at the school. The gap between pupils eligible for PP funding and pupils not eligible in our school has shown a significant reduction and the Progress 8 score for all Pupil Premium students has improved by **0.33** in the last year. That is an increase of just over a third of a grade between 2018 and 2019 and we continue in our pursuit to make further gains in 2020 and through to 2022.

G.C.S.E results*

		9-5 E&M	9-4 E&M	9-5 in English	9-4 in English	9-5 in maths	9-4 in maths
2017	Whole cohort	31%	49%	43%	64%	37%	57%
	Pupil Premium	26%	38%	44%	59%	28%	44%
	Gap	-5%	-11%	+1%	-6%	-9%	-13%
2018	Whole cohort	30%	51%	46%	62%	34%	64%
	Pupil Premium	15%	37%	29%	44%	20%	51%
	Gap	-15%	-14%	-17%	-18%	-14%	-13%
2019	Whole cohort	33%	54%	44%	62%	42%	68%
	Pupil Premium	14%	39%	21%	45%	31%	66%
	Gap	-19%	-15%	-23%	-17%	-11%	-2%

P8 Gap between National Non-PP (0.13, -0.45 like-for-like) and Netherhall PP P8 (-0.49) is (-0.04 compared with like-for-like)

*All figures from Gov.uk Analyse School Performance and are calculated on cohort rather than pupil entries in English and maths



Pupil Premium Strategy 2019-2022

The school has made significant progress to ensure the attainment and achievement of our most disadvantaged students is brought into line with that of non-Pupil Premium students, although the Progress 8 score for Pupil Premium students is still negative **(-0.6)** and with this in mind, we continue to develop a range of new initiatives to try to increase the outcomes for all of our students, particularly those who are disadvantaged. In recent years, the school has recognised the need to introduce a personalised approach to address the needs of all PP 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 mentoring and raising aspirations. For example, additional tutorials in mathematics delivered during registration time raised the P8 value for disadvantaged students to +0.02 in 2019. Consequently, this approach has been extended to English, and looks to having an equally positive impact. This is combined with interventions aimed to develop student understanding of literacy, through the paired reading and spelling interventions taking place in years 7-9.

Following a review of PP provision in October 2019 involving the Senior Leadership Team and the Pupil Premium Coordinator, whole-school strategies have been evaluated and revamped to ensure our disadvantaged students receive a positive and progressive educational experience:

- A whole-school focus on teaching & learning strategies to support PP students;
- Personal mentors for our most vulnerable students and those in danger of underachieving at KS4;
- Mentoring programmes for PP 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, accelerated reader lessons, reading logs and spelling interventions in years 7, 8 and 9 for PP students;
- Parental engagement workshops for PP parents and students.

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. In this document, we have identified some of those barriers to help the school to prioritise the spending of the Pupil Premium fund.

<u>Barriers to future attainment (for pupils eligible for PP including high ability)</u>			
<u>Context</u>	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<u>In-school barriers</u>			
Literacy skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress.	Improve whole-school literacy, but with a particular focus on disadvantaged students, bringing them more into line with others.	<p>Bespoke paired reading programme for disadvantaged students in Years 7, 8 and 9. Sixth Form students have been allocated and are working with students with the lowest reading ages – both Pupil Premium and Others.</p> <p>Spelling intervention both with teaching and non-teaching staff for students with lowest 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>Increased attendance.</p> <p>Improved reading ages, bringing disadvantaged more in line with Others.</p> <p>Improved spelling ages, bringing disadvantaged more in line with Others.</p> <p>Improved accessibility to the curriculum for SEND and disadvantaged students.</p>

		<p>Effective use of the Accelerated Reader programme. Reading logs to be regularly checked by form tutors.</p> <p><i>Word of the Week</i> initiative has been introduced with selected words accompanied by a definition. This is to be used in context and simply aims at closing the vocabulary gap of our most disadvantaged students – it is not about subject terminology. We share the roots of vocabulary, increasing awareness of word families and etymology, offering appropriate synonyms and antonyms. <i>Word of the week</i> is shared via printed media (around the school, social areas) and electronic means (emails to tutors, shared in tutor time).</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. This is currently being trialled with all year groups in History.</p>	<p>Improved reading ages, bringing disadvantaged more in line with Others.</p> <p>Increased vocabulary for all students; evidence of closing the vocabulary gap between Pupil Premium students and Others through achievement and attainment scores.</p> <p>Increased awareness of need to apply subject-specific terminology across all year groups. Evidence of closing the attainment gap between Pupil Premium and Others.</p>
<p>Low attaining students who are eligible for PP are making less progress than other attaining students across KS4. This prevents</p>	<p>Improve attainment of Pupil Premium students at KS4, ensuring achievement is brought into line with Others by the end of Year 11.</p>	<p>Individual mentoring – highlighted underachieving Pupil Premium students (currently 15 in Year 11) have been allocated a mentor to</p>	<p>Early diagnosis of any issues/concerns with particular subjects, meaning additional intervention can be put in place.</p>

<p>high achievement at the end of Year 11.</p>		<p>identify areas of concerns, including attendance.</p> <p>An additional member of staff to be employed in attendance officer capacity, specifically monitoring attendance of Pupil Premium students (from April 2020).</p> <p>Targeted intervention for subjects – this has reaped dividends in maths and needs to be spread across the curriculum. Subjects to target specific underachievers (including Pupil Premium) for registration (English), lunchtimes and/or period 7 interventions. Effective communication with home needed (letters / texts / SIMS).</p>	<p>Improved attendance for Pupil Premium students, bringing it more into line with Others, specifically PP boys.</p> <p>Improvement in achievement in mocks and attainment following summer examinations.</p>
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External barriers (issues which also require action outside of school, such as low attendance rates)

<p>Aspirations of some of our learners are relatively low. 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.</p>	<p>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 to break down potential barriers.</p>	<p>Arranged educational visits to higher education institutions, including the University of Cumbria. These visits will aim to challenge students to re-evaluate their post-18 options and aim higher.</p> <p>Year 11 students have interviews with <i>Inspira</i>, a leading career management and development organisation, to encourage students</p>	<p>Positive student voice results following visits to universities and higher educational institutions.</p> <p>Increased number of disadvantaged students staying at Netherhall to study A levels and consequently, going to university.</p>
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		<p>to assess their options carefully and think about choosing a path into higher education.</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 use of <i>Launchpad</i> in <i>Inspira</i> to help our young people maximise their potential.</p>	<p>Increased number of students in education, employment or training following completion of study at G.C.S.E and A level.</p>
<p>Attendance rates for students eligible for Pupil Premium are currently 92.3% and below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average. Attendance rates specifically for Pupil Premium boys are a concern across all year groups.</p>	<p>Improve attendance for disadvantaged students and bring it more into line with attendance of Others. Improve attendance rates for Pupil Premium boys.</p>	<p>U-Tag Pupil Premium boys and girls on attendance registers, so the attendance office can 'first response' PP students for attendance concerns.</p> <p>Weekly monitoring of Pupil Premium boys' and girls' attendance: producing a weekly analysis of PP boys and girls attendance by year group and by gender. This will then feed into the introduction of mentoring of PP students with identified attendance concerns (between 91-94%).</p>	<p>Improved attendance for Pupil Premium students, bringing it into line with Others, particularly PP boys.</p>
<p>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</p>	<p>Seek opportunities to improve parental engagement, particularly with those who are disadvantaged.</p>	<p>Parental engagement workshops to be planned and delivered, initially targeted at Year 11 Pupil Premium students and underachievers in core subjects. In liaison with the</p>	<p>Improved parental engagement to ensure positive student outcomes.</p> <p>Improved attainment and achievement for disadvantaged and</p>

<p>engage with the school and work collaboratively to close the gap. This can often result in underachievement at G.C.S.E.</p>		<p>Headteacher and subject-specialists, a date will be agreed and resources planned for January 2020. If successful, we will investigate the potential to run similar sessions with other year groups.</p>	<p>underachievers. Positive feedback on <i>Parent View</i> following delivery of workshops.</p>
<p>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.</p>	<p>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>Students of creative subjects, such as Art and Photography, have supervised access to the resources in Art area. <i>Photoshop</i> licences to be provided in both the Art and Photography department and identified computers in the library to provide accessibility to essential software. 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>No student – disadvantaged or otherwise – to think of limited access to resources as a barrier.</p>

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Netherhall School
Pupils in school	665
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	£196,480
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	November 2019
Review date	November 2022
Statement authorised by	Mr David Tromans
Pupil premium lead	Martin Barlow
Governor lead	Joanne Carruthers

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.49
Ebacc entry	14%
Attainment 8	34.76
% Grade 5+ in English and maths	14%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achievement to be in line for progress made by disadvantaged pupils amongst like-for-like schools – currently 0.45.	Sept 21
Attainment 8	Achieve national average for like-for-like schools for attainment for all disadvantaged pupils – currently 36.54	Sept 21
% Grade 5+ in English and maths	Achieve national average for English and maths 5+ scores for similar schools, particularly for disadvantaged students – currently 24%	Sept 21
Other	Improve attendance for disadvantaged students to national average 94.7%	Sept 21
Ebacc entry	Improve number of EBacc Entry for all pupils toward the national average of 44%	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Reduce class size and increase the number of sets in English lessons.
Priority 2	Systematic testing of reading and spelling ages to track the reading and spelling ages of disadvantaged pupils.
Barriers to learning these priorities address	Low literacy levels of disadvantaged pupils.
Projected spending	£130,500

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 and KS4 for low attaining disadvantaged pupils.
Priority 2	Introduce parental engagement sessions for the parents of disadvantaged pupils.
Barriers to learning these priorities address	Low levels of parental support influencing low literacy outcomes
Projected spending	£80,000

Wider strategies for current academic year

Measure	Activity
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Measure	Activity
Priority 1	Introduce academic mentoring for disadvantaged pupils who are underachieving.
Priority 2	Raise the aspiration of disadvantaged pupils.
Barriers to learning these priorities address	Low aspiration and a lack of engagement of disadvantaged pupils.
Projected spending	£70,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure sufficient time is dedicated to staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Maths and English targeted intervention for disadvantaged students who are underachieving in both maths and English.	Use of subject specialist staff and am reg time.
Wider strategies	Engaging the families facing most challenges	Work closely with the LA and external agencies, like Inspira, business and guest speakers.

Review: last year's aims and outcomes

Aim	Outcome
Progress of disadvantaged pupils in maths is significantly above those in like-for-like schools.	Achieved.
Progress of disadvantaged pupils in English is significantly below those in like-for-like schools.	Not Achieved.
Overall progress of disadvantaged pupils is slightly below those in like-for-like schools.	Not Achieved.

