



Pupil premium strategy statement

Netherhall School: 2024-2027

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|---|
| Number of pupils in school | 885 |
| Proportion (%) of pupil premium eligible pupils | Y7-11 41.0% Y7-13 40.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2024-2027 |
| Date this statement was published | 18 October 2024 |
| Date on which it will be reviewed | 18 October 2025 |
| Statement authorised by | Mr David Tromans (Headteacher) |
| Pupil premium lead | Mrs Claire Poddington (Assistant Headteacher – Pupil Premium) |
| Governor / Trustee lead | Mr Neil Watt (Chair of Governors) |

Funding overview

| Detail | Amount |
|--|-------------|
| Pupil premium funding allocation this academic year | £373,610.00 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £21,321.00 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £394,931.00 |

Part A: Pupil premium strategy plan

Statement of intent

We endeavour to implement a range of initiatives to improve the school experience and educational outcomes for all of our pupil premium and disadvantaged students. Our aim is to raise the attainment of our pupil premium and disadvantaged students to be in-line with national average and that of other students.

Quality first teaching is the foundation of our approach, through the mechanism of high-quality CPD to improve the skills of our workforce, as all students make the most progress when effective classroom practice is in place. In addition to this, we implement systematic diagnostic assessment, supplemented by contextual information and teacher feedback to provide a bespoke programme of targeted academic support, academic mentoring, counselling, enrichment experiences, extracurricular opportunities, free breakfast provision and other initiatives to improve engagement and to raise aspirations.

Following a review of pupil premium provision in September 2024, our whole school strategies have been evaluated and further developed to ensure our pupil premium and disadvantaged students receive a positive, progressive and engaging educational experience which includes:

- A bespoke CPD programme, including the utilisation of individual pupil premium profiles that provide context, individual circumstances, build empathy and enable teaching staff to share good practice.
- A clear and sustained focus on disciplinary literacy, designed to embed and develop tier 2 and tier 3 subject-specific vocabulary in all schemes of learning through the systemic use of disciplinary literacy, ensuring that literacy is at the forefront of every lesson in every subject.
- A designated pupil-premium and disadvantaged mentor, assigned to our most vulnerable students and those in danger of underachieving.
- Mentoring programmes with pastoral staff for pupil premium and disadvantaged students with attendance concerns and those at risk of persistent absence.
- Regular recognition for excellent attendance and achievement for pupil premium and disadvantaged students in assemblies, including awards presentation events and other mechanisms to facilitate positive reinforcement.
- Raising aspirations through the use of bespoke educational enrichment experiences, such as visits to museums, universities and onsite visits from leaders in business and education.
- Paired reading and spelling interventions in years 7-10 for pupil premium and disadvantaged students.
- Parental engagement workshops for pupil premium and disadvantaged parents and students.
- Effective utilisation of the school-led tutoring fund, to support pupil premium and disadvantaged students at both GCSE and Advanced Level.
- Staff training and a sustained focus on reciprocal reading across all subjects.
- Staff training to improve oracy and fluency in all subjects.
- Staff training on adaptive teaching, consistently implemented across all subjects.
- The consistent use of knowledge organisers in all subjects, systematically shared with pupil premium and disadvantaged students and parents / carers.
- Effective retrieval practice implemented in all subjects.
- Improving parental engagement through the sharing of half term curriculum plans and student friendly curriculum roadmaps.
- Introduction of school breakfast club through the National School Breakfast Programme.

Challenges

At Netherhall School, we recognise that our pupil premium and disadvantaged students are more likely to have potential barriers to their success. All of our staff are fiercely ambitious for the learners in our care and know that it is our duty to work together to overcome these barriers to ensure that all of our students have positive and enriching educational experiences, make progress, achieve and attain so that they are well-equipped for the next stages of their lives. We systematically use GL assessments (NGRT & NGST), combined with SATs scores, teacher assessment and feedback, and other contextual information to identify barriers to learning and where to prioritise the spending of the pupil premium funding.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Literacy and numeracy skills for students entering year 7 are lower for disadvantaged students and students eligible for pupil premium than for other students, which is a barrier to students engaging with curriculum content. Particular areas of literacy identified include phonics, oracy, fluency and reading age being significantly lower than their chronological age. |
| 2 | Low attaining students who are eligible for pupil premium funding are making less progress than other students across Key Stage 4; this hinders high achievement at the end of year 11. |
| 3 | The aspirations of some of our learners is relatively low. Historically, many students, particularly those who are pupil premium and disadvantaged do not see higher education and university as an option. |
| 4 | The attendance rate for students eligible for pupil premium and who are categorised as disadvantaged is currently below the target for all children of 95%, effectively this has reduced their school hours and causes them to fall behind in lessons. Attendance rates for both pupil premium boys and girls is lower than that of other students. |
| 5 | Historically, the lack of positive parental engagement has been viewed as a barrier to learning for pupil premium and disadvantaged students, who are less likely to engage with opportunities and to work collaboratively to close the attainment gap. |
| 6 | Several of our disadvantaged students have limited access to essential resources, particularly the use of modern technology and computers. Some students have difficulty in accessing resources for their creative subjects, such as art and photography. |

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.

| Intended outcome | Success criteria |
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| Improve the reading age of our pupil premium and disadvantaged students to be in-line with their chronological age. | <p>2024/25 KS4 outcomes demonstrate:</p> <p>Reading age for pupil premium and disadvantaged students is broadly in-line with their chronological age.</p> <p>Attainment for pupil premium and disadvantaged students in GCSE English language and literature is in-line with or above the attainment value for other students.</p> |

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| | <p>Attainment for pupil premium and disadvantaged students in GCSE maths is in-line with or above the attainment value for other students.</p> <p>Reciprocal reading and disciplinary literacy are embedded across all curriculum areas and are at the forefront of every lesson.</p> <p>Numeracy skills embedded in all curriculum plans.</p> <p>Student voice reflects the focus on literacy and numeracy.</p> <p>GL assessments for NGRT and NGST completed, with the results communicated to parents.</p> <p>Paired reading programme for pupil premium and disadvantaged students in years 7-10, leading to an improvement in their reading age.</p> <p>Phonics programme for students in years 7-10, leading to a significant improvement in their reading age.</p> <p>Reciprocal reading for students in years 7-10, leading to a significant improvement in their reading age.</p> <p>Bedrock Learning embedded for English homework.</p> <p>Reading for pleasure and 'Champion Readers' celebrated in year group assemblies to promote reading.</p> <p>External speakers to provide literacy-themed workshops.</p> <p><i>Never Heard the Word</i> (NHTW) grids embedded in all schemes of learning and used at the start of each topic across the curriculum, resulting in increased development of disciplinary literacy, subject-specific vocabulary, tier 2 and tier 3 vocabulary.</p> <p><i>Topical article</i> delivered during morning registration encourages a greater focus on vocabulary and students' understanding of terminology, whilst linking to a recent event in the news and building cultural capital.</p> <p>Form tutor reading every week in form tutor time, modelling oracy and fluency.</p> |
| <p>Improve attainment of pupil premium students at Key Stage 4, ensuring achievement is brought in-line with others by the end of year 11.</p> | <p>2024/25 KS4 outcomes demonstrate:</p> <p>Attainment for pupil premium and disadvantaged students is in-line with or above the attainment value for other students.</p> <p>Pupil premium profiles are completed for all pupil premium students.</p> |

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| | <p>Academic mentoring with identified pupil premium and disadvantaged mentors – highlighted to identify areas of concerns, including attendance.</p> <p>Targeted subject-specific intervention, with the needs of pupil premium and disadvantaged students prioritised. Frequent, effective communication with home through letters, texts and Edulink. This leads to an improvement in achievement in mock examinations and attainment following summer examinations.</p> |
| <p>Raise the aspirations of pupil premium and disadvantaged students.</p> | <p>2024/25 KS4 outcomes demonstrate:</p> <p>No students who are classified as NEET.</p> <p>Educational visits to higher educational institutions, including Russell Group universities, as well as the University of Cumbria.</p> <p>Year 11 pupil premium and disadvantaged students to have interviews with <i>Inspira</i>, to encourage students to assess their options carefully and think about choosing a path into higher education. They also have access to <i>Unifrog</i> to assess their career options; this has led to an increased number of pupil premium and disadvantaged students staying at Netherhall School to study level 3 courses and attending university.</p> |
| <p>Improve attendance for pupil premium and disadvantaged students to be in-line with other students.</p> | <p>2024/25 KS4 outcomes demonstrate:</p> <p>The attendance gap between disadvantaged pupils and non-disadvantaged pupils is at least in-line with national benchmarks.</p> <p>Persistent absence amongst disadvantaged pupils is no more than the national average %.</p> <p>Weekly monitoring and analysis of pupil premium and disadvantaged students' attendance is used to inform attendance mentoring conversations.</p> <p>Priority visits by the attendance team and mentoring by heads of year for pupil premium and disadvantaged students who are at risk of persistent absence.</p> |
| <p>Seek opportunities to improve parental engagement for pupil premium and disadvantaged students.</p> | <p>2024/25 KS4 outcomes demonstrate:</p> <p>Effective use of the GL assessments (progress in English, NGRT, NGST, numeracy and science tests) to identify specific areas of need for pupil premium and disadvantaged students and results shared with parents.</p> <p>Parental engagement workshops planned and delivered, targeted at Key Stage 4 pupil premium and disadvantaged students and underachievers in core subjects.</p> |

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| | Positive feedback on Parent View following delivery of workshops and half term overviews. |
| 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>2024/25 KS4 outcomes demonstrate:</p> <p>Attainment for pupil premium and disadvantaged students is in-line with the attainment of others.</p> <p>All pupil premium and disadvantaged students have access to essential IT resources.</p> <p>Resource audit completed each term to identify need and identify students who need further assistance</p> <p>Computers in art and photography have appropriate licences in place to allow students access to Photoshop and other editing tools</p> <p>Homework club in place to allow students to complete extended learning and coursework.</p> |

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 195, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Reduce class sizes and increase the number of sets in core subjects. Employ additional teaching staff for summer schools. | Evidence from the Education Endowment Foundation (EEF) suggests that reducing class size can lead to an impact of +2 months. In turn, this allows teachers to provide more regular and sustained high-quality feedback, which the EEF suggests has a benefit of +6 months. In response to the disruption caused by the COVID-19 pandemic, summer schools have been offered to year 7 students, with an evidenced impact of +3 months. | 1 and 2 |
| Deliver CPD to all staff so that reading and oracy can be embedded in all subjects | Evidence from the EEF suggests reading comprehension strategies and oral language strategies can each have an impact of +6 months. | 1 and 2 |
| Systematic testing of reading and spelling ages (through GL assessments) to track the reading and spelling ages of pupil premium and disadvantaged pupils, leading to structured literacy interventions such as the paired reading programme, | Evidence from the EEF suggests reading comprehension strategies can have an impact of +6 months. To add to this, peer tutoring (used in the form of the paired reading programme, employing the sixth form students as mentors) has an impact of +5 months. | 1, 2 and 4 |

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| reciprocal reading and phonics. | | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 61,931

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Effective deployment of an assigned non-teaching pupil premium mentor. | Most recent evidence from the EEF suggests mentoring can have an impact of +2 months. This approach could also be categorised as a behaviour intervention (+4 months), as well as a teaching assistant intervention (+4 months). | 2, 3, 4, 5 and 6 |
| Use of school-led tutoring fund to provide small group tuition, provided through morning and after-school intervention sessions. | Evidence from the EEF suggests one-to-one tuition can have an impact of +5 months. Small group tuition can have an impact of +4 months. The school-led tutoring fund has been a significant part of the DfE's plans for recovery following the COVID-19 pandemic. | 1, 2, 3 and 6 |

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

Budgeted cost: £ 138,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Supply of essential resources, including more expensive items, such as calculators and ICT equipment to give greater access to online learning to disadvantages students following resource audits. | Supplying disadvantaged students with the necessary equipment to succeed in school has improved the quality of homework. Evidence from the EEF suggests the successful completion of homework – and the consequential feedback given by the teacher – can lead to an impact of 5+ months. | 2, 5 and 6 |
| Use of externally provided programmes to promote the importance of disciplinary literacy, particularly aspects of targeted vocabulary instruction and grammar. | The school has enjoyed success through the implementation of <i>Bedrock Learning</i> and <i>Bedrock Mapper</i> . Bedrock estimate their impact at an average of 30%, with 48% of pupil premium students making significant progress in their vocabulary acquisition. The programme will support effective homework setting (EEF evidence suggests that this has a positive impact of 5+ months) and it gives the school another opportunity to successfully engage with parents. | 1, 2, 3, 5 and 6 |

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| Use of <i>Sparx Maths</i> to promote the importance of numeracy | The implementation of <i>Sparx Maths</i> with 95% having a 100% completion rate by students on a six-week rolling programme, has led the school to be ranked 50 th in the country and in the top 5% nationally. | 1, 2, 3, 5 and 6 |
| Employ two additional attendance officers to ensure timely intervention with pupil premium and disadvantaged students who are persistent absentees or are at risk of persistent absence. | Persistent absence rates are significantly better than national averages. Students who have previously been persistently absent will have shown improvement against their previous term's attendance. | 4 and 5 |

Total budgeted cost: £394,931.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Despite the disruption caused by the COVID-19 pandemic, the return to external examinations brought significant success for our disadvantaged students.

Nationally, there continues to be a deficit in the number of pupil premium students obtaining grade 4+ in both English and maths. The national percentage of 4+ for English language is 61.6% compared with the school percentage of 59.4%; for maths, the national percentage of 4+ is 59.6%, compared to the school percentage of 59.4%.

The summer 2024 data showed that pupil premium students achieved a P8 score of -0.8, whilst the non-pupil premium students' P8 score was -0.67, closing the gap between PP and non-PP from the previous year.

| Subject | Average grade for PP students in 2019 | Average grade for PP students in 2023 | Average grade for PP students in 2024 | Progress made for PP students 2019 to 2024 | Progress made for PP students 2023 to 2024 |
|----------------------|---------------------------------------|---------------------------------------|---------------------------------------|--|--|
| English Language | 3.40 | 3.64 | 3.44 | +0.04 | -0.20 |
| English Literature | 3.40 | 3.74 | 3.09 | -0.31 | -0.75 |
| Maths | 3.80 | 3.90 | 3.11 | -0.69 | -0.79 |
| Biology | 3.00 | 5.36 | 4.33 | +1.33 | -1.03 |
| Chemistry | 3.00 | 4.65 | 4.67 | +1.67 | +0.02 |
| Physics | 3.00 | 4.91 | 4.83 | +1.83 | -0.08 |
| Combined Science | n/a | 3.56 | 2.61 | n/a | -0.95 |
| French | 3.00 | 4.80 | 4.00 | +1.00 | -0.80 |
| Geography | 3.60 | 3.67 | 3.17 | -0.43 | -0.50 |
| History | 2.60 | 3.22 | 2.42 | -0.18 | -0.80 |
| Drama | n/a | 2.33 | 3.00 | n/a | +0.67 |
| Computer Science | 2.10 | 3.83 | 4.00 | +1.90 | +0.17 |
| Religious Education | 4.00 | 5.10 | 4.67 | +0.67 | -0.43 |
| Art | 4.40 | 3.86 | 3.57 | -0.83 | -0.29 |
| Photography | 5.40 | 4.50 | 4.00 | -1.40 | -0.50 |
| ICT | n/a | 4.10 | 2.30 | n/a | -1.80 |
| Health & Social Care | 1.30 | 4.86 | 3.58 | +2.28 | -1.28 |
| Child Care | 4.00 | 3.63 | 3.40 | -0.60 | -0.23 |

| | | | | | |
|------------------|------|------|------|-------|-------|
| PE | 6.50 | 6.50 | 3.60 | -2.90 | -2.90 |
| Business Studies | n/a | n/a | 3.00 | n/a | n/a |
| Food | | | 2.50 | n/a | n/a |
| Graphics | | | 4.14 | n/a | n/a |
| Music | | | 2.00 | n/a | n/a |
| Engineering | | | 3.00 | n/a | n/a |
| Sport Science | | | 3.69 | n/a | n/a |

Funding received by the DfE and WELL project has enabled the school to provide the necessary ICT equipment – alongside other resources – to disadvantaged students during and post-pandemic. Over 40% of the school’s pupils were provided with electronic devices to allow them to access remote learning, and students have been allowed to retain their devices upon their return to school. As all subjects now use on-line platforms for the setting and completion of homework, these devices have improved student completion of coursework and homework tasks and continue to have a long-term positive impact on the school.

Pupil premium funding from 2023/24 enabled the school to continue to invest in effective CPD for staff, which included external support from The National College and the Prince’s Teaching Institute. These, along with the evolution of pupil premium profiles, have improved staff knowledge and understanding of the barriers experienced by our pupil premium and disadvantaged students.

Review of outcomes from previous strategy

Improve whole school literacy and numeracy: 60 PP students received literacy support in KS3. On average the students in year 7 made 29 months progress, year 8 improved by 24 months and year 9 by 29 months.

In numeracy, the PP students involved in intervention made an average improvement of 45%, with boys making an improvement of 72%.

There have been multiple successes with our students improving their reading ages, however, we are continuing with the strategies around reciprocal reading, paired reading and phonics moving into the next academic year to continue to address the issues which arose during COVID.

Improve attainment of pupil premium students at Key Stage 4: P8 scores for disadvantaged students show an improvement from -1.2 in 2022 to -0.8 in 2024. The gap between PP and non PP has closed from 0.3 in 2022 to 0.13 in 2024.

Raise the aspirations of our students: All students in year 11 attended appointments with Inspira in order to support them with choices for the end of their KS4 education. All students in KS4 engaged with WOW days in order to see the careers opportunities available, both in the local area and with companies with national branches.

Improve attendance: Attendance of PP students for the 2023/24 academic year improved to 91.1% compared to 89.7% from the previous academic year. Although there is significant improvement in the attendance of pupil premium students, the gap between PP and non-PP students remains constant, which is an aspect that we continue to work on.

Seek opportunities to improve parental engagement: Parent View for the last academic year showed 97% of parents felt informed of what their child would learn over the academic year (compared to 84% from the 2022/23 academic year) and 93% of parents feeling any concerns were dealt with properly (compared to 89%

for the 2022/23 academic year). The new strategies implemented have been successful and will continue into the next academic year

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|--|-----------------------|
| Systematic testing of literacy, numeracy and science skills for all KS3 students, as well as identified individuals of concern in KS4. | GL Assessment 2017 |
| Digital Literacy Curriculum (individual access for all KS3 and KS4 students to online literacy platform, supporting homework provision and vocabulary and grammar education in English). | Bedrock Learning 2014 |

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| |
| The impact of that spending on service pupil premium eligible pupils |
| |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.