



Context

The pupil premium is a government initiative designed to target resources for those pupils considered to be from a disadvantaged background. Pupil Premium money is provided to schools and academies for pupils who fall into one or more of the categories listed below:

- Pupils who have been entitled to Free School Meals (FSM) at any point over the past 6 years (Ever 6 FSM)
- Children who have been looked after continuously for at least 6 months (CLA).
- Children who have been looked after for 1 day or more; have been adopted from care or have left care under a special guardianship order, a residence order or a child arrangement order.
- Pupils who have a parent in the armed services or have had a parent/s in the armed services for the last four years. (Ever 4 Service Child)

For the year 2019/2020, the Pupil Premium has a value of £935 per year per eligible pupil. Schools receive an additional £1900 for each Child who is looked after (The Virtual School Head receives £900 of the £1900) and additionally there is a smaller allowance of £300 made for those children with parents in the armed services.

How are children identified and assessed?

The school receives a list of pupils names from the DfE and the amount of grant money received. The academic and emotional needs of the children are assessed in the early weeks of the academic year. Formative and summative assessments of the attainment and progress of these children are carried out throughout the year. Pupil premium progress reviews are carried out by subject leaders and Heads of section. Additional support and interventions are implemented and adapted as necessary.

Objectives of Pupil Premium Funding

Interventions for Pupil premium/ Catch up premium pupils are included as part of our whole school 'excellence achieved by all' strategy. The strategy includes;

Wave 1

To enhance quality first teaching provision across the school.

- Developing strategies to ensure that all pupils get the best possible learning opportunities, every lesson.



Wave 2

Learning interventions.

- To close the gap by providing additional supplementary literacy and numeracy support thereby raising the attainment of those students entitled.
- To enhance the existing literacy and numeracy provision within the School.
- To identify concerns and provide targeted interventions in order to accelerate the rapidity of pupil progress for disadvantaged students; this includes targeted revision and study support strategies.
- To intervene quickly where an intervention is shown to fail to have impact and implement an alternative more appropriate intervention.

Wave 3

To remove additional barriers to learning (pupils/community/school)

- To improve and secure positive attendance for disadvantaged students.
- To support more able disadvantaged students to access a range of opportunities. (Cultural Capital)
- To ensure students are supported to develop emotional literacy skills – this is particularly important for students who may be affected by mental health or personal issues.
- To ensure parents are properly supported to understand how their child is progressing through Parental engagement opportunities.

Number of pupils and pupil premium grant (PPG) received for September 2019;						
Total number of pupils on roll	1224 (948 Y7 – Y11)					
Total number of pupils eligible for PPG	Year 7 (204)	Year 8 (194)	Year 9 (188)	Year 10 (193)	Year 11 (169)	Total
PPG pupils	79	63	61	67	51	321
% of cohort	38.73%	32.47%	32.45%	34.72%	30.18%	33.9%



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1. Summary information KS3 and KS4

School	Netherthorpe School		
Academic Year	2019/20	Total PP budget	£240,295.00
Total number of pupils	1224 (948 Y7-Y11)	Number of PP pupils	321

2. 2019/20 outcomes

Y11 Cohort 2019-20	Netherthorpe School outcomes 2020			
	All	PP	Non-PP	Gap
Size of cohort	164	49	115	
Average Total Progress 8	0.00	-0.51	0.22	0.71
4-9 in Eng +Ma	118 (72%)	25 (51%)	93 (80.9%)	29.9%
4-9 in Ma	131 (79.9%)	33 (67.3%)	98 (85.2%)	17.9%
4-9 in Eng	126 (76.8%)	30 (61.2%)	96 (83.5%)	22.3%
%EBacc (Standard pass)	43 (26.2%)	7 (14.3%)	36 (31.3%)	17%
% EBacc (Strong Pass)	29 (17.7%)	5 (10.2%)	24 (20.9%)	10.7
Average Total Attainment 8	48.91	39.51	52.92	13.41

Commentary on most recent outcomes

PP students achieving 4-9 in Eng and Ma increased by 5.2%
 PP students achieving 49 in Eng increased by 2.9%
 PP students achieving 4-9 in Ma increased by 15.2%
 Average total progress 8 increased by 0.48



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Review of Pupil Premium Strategy 2018-19				
		Barriers to learning	Desired outcome	Evaluation



<p>Wave 1 To enhance quality first teaching provision across the school</p>	<p>A.</p>	<p>Staff awareness of the PP students and the profile of these students.</p>	<p>Staff are able to identify the PP students within their classes and show planning for progress for these students during the QA cycle.</p> <p>An increased focus on how middle leaders and SLT use internal data to track the performance of PP students.</p> <p>A culture of high expectations and challenge for all pupils irrespective of background, ability or the barrier to learning.</p> <p>To increase the % of students receiving high quality feedback.</p>	<p>Staff can easily access key information on PP students for example if they are high/middle/low ability, SEN, FSM/LAC/Ever6. The new staff induction programme and personal development coaches provided professional development and support for early career teachers and new staff. Every teacher is supported to keep improving through the professional development programme.</p> <p>The regular teaching, learning and assessment team meetings enabled priorities to be identified to ensure that our leadership roles have an impact overall on the school development. During the meetings, research in relation to the schools responsive teaching priority was shared, enabling us to make decisions on how to ensure an effective teacher is in front of every class.</p> <p>CPD focused on responsive teaching and all staff attended 'The curriculum purpose and planning' by Mary Myatt. Strategies from this session enabled departments to develop their curriculum maps to ensure a broad balanced curriculum is available to all, and the sequencing of the curriculum enables the students to deepen their knowledge and practice retrieval.</p> <p>We intend to deepen our staff training in 2020-2021 to ensure that all students make progress across all key stages, with a focus on developing staff awareness of the 'Science of Learning' and deepening staff understanding of how students learn.</p>
	<p>C.</p>	<p>Behaviour/behaviour for learning in lessons hindering the progress made by students.</p>	<p>Behaviour points of a cohort of PP students to decrease from last year. A decrease in the % of students exited from lessons.</p>	<p>TFTF Behaviour and Resilience Mentoring Key students were identified as part of the TFTF intervention to benefit from 1:1 and small group support in terms of developing awareness of own triggers, teaching coping strategies and providing an external mentor for students. Students report that they valued speaking to an external mentor about the issues that were concerning them and felt supported through this intervention. Students on the programme left that this mentoring scheme supported their emotional well being and allowed them time to reflect upon their behaviours and attitude to learning through supported</p>



			<p>discussion. TTF has supported in building student confidence and provided an excellent resource during the school closures to support the emotional well being of key worker, vulnerable and EHCP students. Liam (TTF) was able to work with small groups of students and on a 1:1 basis to provide emotional coaching and also support in a mentoring role. This external support in terms of meeting student's emotional needs during the school closure was valuable and supported the management of student behaviour and anxiety in our key worker/vulnerable bubble. Through the TTF programme, 95% of TTF students' attendance improved in term 2 when compared against term 1. 100% of TTF students showed an improvement in their behaviour points in term2 when compared against term 1. In the final termly report from TTF for last academic year, our TTF mentor Liam reports "A great term at Netherthorpe School! I feel very supported by the staff and students in my groups, I have built very positive relationships with the majority of the students I meet. One of my favourite sessions this term was overcoming fear, especially with the Year 7's. They were so open and honest about their fears in front of their peers, no judgement was placed on to anyone in the group in regards to their fears and everyone was open minded when listening and giving advice, to hear year 7's supporting each other was amazing. Overall I am impressed with the groups at Netherthorpe. My 1:1s are positive and the groups have really improved in terms of improving their behaviour".</p> <p>Commando Joes During 2019-2020, students in 7C, 8C and 9C took part in Commando Joe's team work and building resilience sessions for one hour per week working with Nik Keast from Commando Joes. The aim of this intervention was to develop students' team works skill, communication and build resilience. Teachers supporting these groups were asked to reflect on student's ability to work as a team at the start of the intervention and them again at the end to compare their ability to work collaboratively and effectively with their peers. Teacher's perceived that students' team work skills had developed and they were more able to consider the opinions and ideas of others. Students took part in activities to develop their communication skills and developed their leadership capacity also. Commando Joes provided an excellent resource during the Covid 19 school closures to</p>
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				support the emotional well being of key worker, vulnerable and EHCP students in our support bubble. Commando Joes were able to provide activities to engage students with learning work with small groups of students and on a 1:1 basis to provide emotional support and mentoring to key students. The presence of this external support to meet students emotional needs during the Covid 19 school closure was valuable and supported the management of student behaviour and anxiety in our key worker/vulnerable bubble.
Wave 2 To repair any 'learning gaps'	D.	Pupils having weak literacy skills, in particular vocabulary and inference affect progress.	Improved literacy skills and reading ages.	The reading intervention tutor supports targeted Pupil Premium students in improving their reading ages. Our tutor provided personalised intervention for students in terms of phonological awareness and developing their fluency and accuracy of reading. The reading intervention programme was interrupted by the school closures, but despite this 50% of students on the programme reached functional reading age by Easter 2020. Examples of success include a Y7 EHCP student whose reading age improved from 9y8m to 10y7m in a 4 month intervention period. Another Y7 students improved their reading age from 8y3m to 10y5m with a final example being a Y7 student whose reading age improved from 8y10m to 11y2m within a 6 month intervention window.
	E.	Lack of progress and engagement of some SEND students eligible for PP preventing progress being made.	Improved progress of PP SEND students.	The SENDCO and PP Co-ordinator identified students who had SEND and were also PP as identified these students as priorities to receive reading intervention and support within the reading strategy and our learning support HUB. Students worked on our IDLS numeracy and literacy software to develop their reading and spelling ages, as well as targeting their numeracy foundation skills also. Whilst more progress was observed in the reading and spelling elements of the intervention, <u>all</u> students taking part in IDLS (whether on the numeracy or literacy strand) made progress from their starting points. Resources were purchased for the additional English and Maths lessons for the nurture groups at KS3 to support their development of foundation English and Maths skills. There continues to be a central record that all staff can access showing the needs of disadvantaged SEN students. All Teaching Assistants attended inference training and they will embed this in their practices next year within the nurture groups



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				that they work with, as well as completing various CPD training courses around supporting students with SEMH. All TAs completed 'The Box' training with the RCSLT focusing on supporting students with SLCN and will embed the strategies within their practice next year.
Wave 3 To remove additional barriers to learning (pupils/community/school)	F.	Pupils have a lack of aspiration due to reduced opportunities and support to access enrichment opportunities.	Increase the uptake in enrichment activities for PP students and improve their aspirations.	<p>Teaching and Pastoral staff intervene to ensure that PP students are encouraged to take part in curriculum trips and extra-curricular activities. Financial barriers have been removed and the wording on letters for trips has been improved to make it easier for PP parents to access help. In 2019-2020, PP students accessed funding towards several trips for example Cheer and dance competition and GCSE geography fieldtrips. 4 students have engaged positively with the cookery club and staff saw an increase in the students' confidence and self-esteem.</p> <p>The careers adviser prioritises PP students in getting interviews first and the personal development programme provides provision for career advice, for example, all Y11 students attended a career fair.</p>
	G.	Attendance issues with a cohort of PP students	Improve attendance of PP students	<p>The attendance policy is consistently implemented. For example, the attendance officer and the pastoral team go to persistent absentees' homes to collect children, attendance panels held for all year groups and attendance concerns raised at PEP meetings. Weekly monitoring is being carried out by form tutors and PSMs. The attendance officer works closely with families where attendance at school has been identified as a concern to work in collaboration with parents and ensure that support is offered where applicable.</p>
	H.	Lack of parental engagement	Improve parental engagement	<p>Y7 parents were invited to a parent workshop evening that promoted children's independence in their own learning, developing resilience and striving for self-improvement. Feedback from these sessions was positive and highlighted the importance of learning about E-Safety.</p> <p>All staff, pastoral and academic, ensure that positive communication between school and home is regular and meaningful when necessary. Staff regularly send positive postcards of praise home.</p>
	I	Lack of emotional well being	Ensure students are supported to develop emotional literacy skills.	Our strong pastoral team are vigilant in identifying the personalised barriers that our PP students face and are proactive in putting strategies into place to remove or reduce the impact of these. Students are for



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			<p>example assisted with additional uniform, music tuition, trips and educational resources.</p> <p>Students have engaged positively with the provision provided by the Inclusion Room. Students have been re-integrated back into lessons and resources for the Inclusion Room were purchased that would focus on support for meeting students emotional needs and personalised support offered to meet students' individual needs. All PSM and support staff have received training on how to create Edukey learning plans and passports to enable them to share key information about disadvantaged students and provide staff with strategies and guidance on how to best meet their needs.</p> <p>The inclusion room provides a safe place for students, offering positive behaviour support and counselling. We have had several school refusers this year and without the inclusion room, these students would not have been in school.</p> <p>The personal development team have created a curriculum to promote holistic wellbeing of our students through the development of knowledge and skills to better equip them in life. Regular student panels take place to assess the impact that these sessions have and ways that they can be adapted to support the students further.</p>
	Access to uniform to enable disadvantaged students to overcome any financial barriers to school life.	Ensure PP students are able to access the same opportunities as their non-disadvantaged peers.	56% of PP students used the £50 Gogna uniform voucher and we will target this support for the 2020-2021 academic year to ensure that more students are accessing this support. Support was provided for student in terms of providing financial support for revision guides and learning materials.
Next Steps for 2020-2021 <ul style="list-style-type: none"> • Following the 2020 Covid 19 pandemic, support will be focusing on 'catch up' for groups of students in order to address gaps in their learning. • We will use Pupil Premium funding to ensure that all students have access to technology to enable them to learn remotes when required. • Priority will be given to the emotional well being of students and supporting their SEMH. We have observed an increase in anxiety related behaviour and SEMH difficulties and we will work with our pastoral support team to provide appropriate support for students experiencing difficulties upon their return to school. 			



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- We will provide financial support to families who may be negatively affected financially by the Covid 19 pandemic. This will be provided in the form of support in buying uniform, resources, equipment etc.*

Catch up premium funding allocations and outcomes 2019-2020

Y7 Catch up funding for 2019-2020	£13,344
Intervention and impact	Y7 Catch up funding was used to find our Reading Intervention Co-ordinator as part of the Reading Strategy at Netherthorpe School. Our Reading Intervention Tutor worked with students who were identified as having a lower than functional reading age upon entry to Y7. Through personalised weekly reading intervention, students were enabled to develop their phonological awareness, confidence in reading and ultimately improve their reading to a functional reading age. The reading intervention tutor supports targeted Pupil Premium students in improving their reading ages. 50% of students reached a functional reading age on the programme by Easter 2020 when this was interrupted by the Covid school closures. Examples of impact include a current Y8 EHCP student whose reading age was 9y8m upon entry to the programme. This improved to 10y7m after 4months of reading intervention with our tutor. Another student's reading age increased from 9y2m to 10y5m, whilst a third student showed an increased reading age from 8y11m to 11y2m in a 4 month intervention cycle.

Pupil premium and catch up premium enquiries

Lead Staff	Role	Email contact
Katy Yarsley-Eyre	Pupil premium coordinator	KYarsley-Eyre@netherthorpe.derbyshire.sch.uk
Claire Banks	Director for SEND/LAC.	CBanks@netherthorpe.derbyshire.sch.uk
Erica Beeden	Director for Personal Development	EFogg@netherthorpe.derbyshire.sch.uk
Natalie Connolley	Senior Assistant Head (Attendance, behaviour and student welfare)	n.connolley@netherthorpe.derbyshire.sch.uk
Bev Catlow	Uniform support	BCatlow@netherthorpe.derbyshire.sch.uk
Helen McVicar	Head of Academy	h.mcvicar@netherthorpe.derbyshire.sch.uk