



Plan of PPF Spending by item 2020-2021

Number of pupils and pupil premium grant (PPG) received for September 2020;							
Total number of pupils on roll	1195 (Y7-13)				934 (Y7-11)		
Total number of pupils eligible for PPG	Year 7 (169)	Year 8 (203)	Year 9 (187)	Year 10 (184)	Year 11 (191)	Total	
PPG pupils	63	81	58	54	62	318	
% of cohort in year	37%	40%	31%	29%	32%	27% (Y7-13)	34% (Y7-11)

Estimated PPG Spending		% of PP Funding
Salary costs to support PP Strategies	<ul style="list-style-type: none"> <li>• Heads of Section (% of total salary based on PP numbers)</li> <li>• PP Co-ordinator</li> </ul>	80%
	<ul style="list-style-type: none"> <li>• Pastoral Support Managers Y7-Y11</li> <li>• Inclusion officer</li> <li>• Attendance Officer – support for students showing difficulty in re-engaging with school and demonstrating attendance issues this academic year.</li> <li>• Counselling – personalised and specialist support for students identified as showing social, emotional and mental health difficulties relating to anxiety surrounding school, home, the Covid 19 pandemic and wider issues.</li> </ul>	
Uniform, trips and resources (Wave 3)	<ul style="list-style-type: none"> <li>• £50 Gogna uniform voucher – to support PP families in purchasing new uniform for students.</li> <li>• Additional uniform</li> <li>• Trips and visits</li> <li>• Educational resources – departmental resources to support quality first teaching.</li> </ul>	10%
Additional expenditure to support PP Strategies (Wave 3)	<b>Wave strategies</b> <ul style="list-style-type: none"> <li>• Reading Intervention Co-ordinator - to support personalised reading intervention as part of whole school reading strategy.</li> <li>• Behaviour support - A planned programme of behaviour management support for key identified students who show difficulty in re-engaging with school structures and routines following Covid 19 school closures.</li> </ul>	10%
Total 2020-2021		£273,130



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We identified the following key barriers for our Pupil premium students and we are focusing our spending on helping our students to overcome these barriers.

	Barriers to learning	Desired outcome	How will impact be measured
<b>Wave 1</b> <b>To enhance quality first teaching provision across the school</b>  <b>Estimated Budget Allocated: 10%</b>	<b>A.</b> Staff awareness of the PP students and the profile of these students, as well as their access to technology and resources which could impact their engagement with remote learning.	Staff are able to identify the PP students within their classes and show planning for progress for these students during the QA cycle. Staff to be responsive teachers and plan for all students and their needs.	Whole school QA data.
	<b>B.</b> Behaviour/behaviour for learning in lessons hindering the progress made by students, particularly for those students struggling to re-engage with school following the Covid 19 school closures.	Behaviour points of a cohort of PP students to decrease from last year.	Reduced behaviour points in particular exits from lessons and time in isolation.
<b>Wave 2</b> <b>To repair any 'learning gaps'</b>  <b>Estimated Budget Allocated: 10%</b>	<b>D.</b> Progress is affected by pupils having weak literacy skills, in particular vocabulary and inference, in addition to lost learning time due to school closures.	Improved literacy skills and reading ages.	Standardised literacy testing and reading ages of identified students increasing.
	<b>E.</b> Lack of progress and engagement of some SEND students eligible for PP preventing progress being made.	Improved progress of PP SEND students.	Whole school data, SENCO reports.
<b>Wave 3</b> <b>To remove additional barriers to learning (pupils/community/school)</b>  <b>Estimated Budget Allocated: 80%</b>	<b>F.</b> 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.	Attendance at extracurricular/aspirational activities will be monitored and student voice.
	<b>G.</b> Attendance issues with a cohort of PP students	Improve attendance of PP students	Pupil attendance data monitored by attendance clerk and whole school priority.
	<b>H.</b> Lack of parental engagement	Improve parental engagement	Parent voice.
	<b>I.</b> Lack of emotional well being, particularly for those students struggling to manage their emotions and those with SEMH increased by the Covid 19 pandemic.	Ensure students are supported to develop emotional literacy skills.	Pastoral data



Identified barrier to learning.	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p style="text-align: center;"><b>Wave 1</b> <b>To enhance quality first teaching provision across the school</b></p>	<p>A..Staff awareness of the PP students and the profile of these students, as well as their access to technology and resources which could impact their engagement with remote learning.</p>	<p>Staff will be able to access information on all PP students and will take account of this in their planning, teaching and assessing. Staff will use assessments and feedback to inform planning.</p> <p>Departments will continue to review their curriculum provision to meet the needs of all of their students, with a focus on retrieval and resilience.</p> <p>Staff training/CPD focuses on key areas of academic excellence. PP updates to all staff during briefings.</p> <p>Staff will plan for those students whose access to resources is limited and school to support those students for whom technology is an issue through the Covid 19 catch up fund.</p>	<p>The Sutton trust report (EEF toolkit) shows the significant effect that high quality teaching has for disadvantaged students.</p> <p>John Dunford’s ‘Using the Pupil Premium Effectively’ states ‘Keep your focus relentlessly on the quality of teaching and learning.’</p>	<p>Evidence from the QA cycle – HOD/LMs. This will be a key priority for the whole school.</p>	<p>HMV KKE CBN PP Lead</p>	<p>Throughout the QA cycle. We intend to deepen our CPD training 2020-2021 to focus on the progress across all key stages.</p>



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	<p>B..Behaviour/behaviour for learning in lessons hindering the progress made by students, particularly for those students struggling to re-engage with school following the Covid 19 school closures.</p>	<p>An increased focus on how middle leaders and SLT use internal data to track the performance of PP students and continue to look at the quality of the curriculum provided for all students. Enhancing the curriculum provision by providing experiences for PP students that help to deliver our curriculum intent. HODs and HOSs track and monitor PPs progress. A programme of behaviour support to target the mind set and challenge aspirations of students struggling to re-engage with school following the Covid 19 closures.</p>	<p>Ofsted Pupil Premium Report of 2014 highlighted that proper monitoring of disadvantaged students involves looking at a wide range of data in order to check which approaches are working and having the desired impact.</p> <p>Behaviour Support programme supported by EEF research to ensure that the provision is high impacting and evidence based.</p>	<p>Regular tracking of behaviour management systems.</p>	<p>HODs TLA Team NCO CBN PP Lead</p>	<p>Each half term</p>
	<p>B. A culture of high expectations, aspirations and challenge for all pupils irrespective of background, ability or the barriers to learning.</p>	<p>CPD will continue to focus on responsive teaching and enable staff to access support to ensure that they offer all students the support and challenge they need to make good progress. Enhanced focus on trauma and attachment as informed by NCO and CBN work with Virtual School.</p>	<p>Robert Rosenthal has done a great deal of research on expectancy effects and the Pygmalion effect.</p> <p>Support from Attachment Aware Schools Programme led by Virtual School and Kate Cairns Associates.</p>	<p>Evidence from the QA cycle.</p>	<p>HMV KKE HODs CBN NCO</p>	<p>Throughout the year.</p>



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	<p>B.To increase staff awareness of student need and ensure that needs are met within the classroom through quality first teaching. To ensure that students information is easily accessible and utilised by staff as part of their planning.</p>	<p>PP Lead to work with SENDCO to ensure that PP students have the opportunity to create Pupil Passports on Edukey to ensure that staff are aware of individual learning needs and strategies to support. PP Lead and SENDCO to identify a protocol for sharing information with staff about which students are disadvantaged in terms of technology to support staff in providing alternative resources for these students to complete independent study.</p>	<p>To increase staff awareness of need to ensure that individual need are met through quality first teaching.</p>	<p>Regular meetings between SENDCO and PP Lead to ensure collaborative approach is adopted.</p>	<p>PP Lead CBN</p>	<p>Throughout the year.</p>
	<p>B. A decrease in the % of students exited from lessons and create a positive climate within classrooms.</p>	<p>Adapted behaviour management protocol to take into account the impact on the Covid 19 pandemic and the emotional impact on students. Priority to remain on students' emotional well being.</p> <p>Impact of Trauma Informed Schools (NCO) and Attachment Aware Schools (NCO/CBN) as part of a whole school drive to better understand</p>	<p>We have identified positive culture as one of our school priorities and part of this is to embed behaviour management strategies that create a positive climate within the classroom.</p> <p>We have identified behaviour as an in school barrier to progress.</p>	<p>Evidence from the behaviour reports – number of behaviour points.</p>	<p>HOS NCO PSM CBN PP Lead</p>	<p>Throughout the year.</p>



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		<p>and meet the needs of our vulnerable students.</p> <p>Provide additional mentoring support to high profile students through the use of specialist staff and programmes.</p>				
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<p><b>Wave 2 Learning Interventions.</b></p>	<p>D. To improve progress in literacy for PP students so that they make progress in their literacy and inference skills.</p>	<p>Personalised support offered via our Reading Intervention Co-Ordinator in supporting students to reach a functional reading age by the end of year 7. The development and implementation of the 'Closing the Gap Strategy for reading, comprehension, writing and oracy.' A range of strategies, on a whole school and departmental basis will be used to develop high standards of literacy and close the gap between our 'word poor' and 'word rich' students, thus enhancing the life chances of all students.</p> <p>Staff will be aware of the students whose reading ages are below the functional ages and CPD will be put into place to support in the teaching of those students.</p>	<p>We have identified literacy as an in school barrier to progress in all subjects. Students with limited vocabulary and weak literacy skills needed to decode text and infer meaning in all subjects to enable them to access the GCSE exam papers. SENCO to ensure that all students eligible for access arrangements are in receipt of this provision.</p>	<p>Evidence from the QA cycle. Departments' curriculum maps include academic vocabulary. Access Arrangement files.</p>	<p>TRO CBN ECO</p>	<p>English department and SENCO analyse data throughout the year.</p>
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	<p>E. PP/SEN students who require targeted support and intervention are quickly identified in order to enable students to make progress.</p>	<p>Students will be identified early through previous data, teacher referrals and testing carried out by the SEN department. Students need will primarily be met within the mainstream classrooms via QFT and SENCO support/guidance. Where appropriate, students may be withdrawn to experience high quality, evidence based interventions that are time limited.</p>	<p>The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: nationally 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</p>	<p>Data tracking by the SEN department.  QA documentation.</p>	<p>SENCO TAs</p>	<p>SENCO analyse data for progress throughout the year.</p>
	<p>E. Increase in staff awareness of PP SEN students and the needs of these students.</p>	<p>Student at a glance sheets available for all staff to access. Edukey pupil passports.</p>	<p>To address gaps in learning and lost learning opportunities due to school closures.</p>	<p>Staff engagement with Edukey</p>	<p>SENCO All staff</p>	<p>Increased awareness of student need</p>
	<p>E.Targeted catch up support offered to groups of students following the Covid 19 school closures.</p>	<p>Small groups and individual intervention offered face to face and remotely.</p>		<p>Data collections</p>	<p>HOD PP Lead SENDCO</p>	<p>Throughout the year.</p>





<b>Wave 3</b> <b>To remove additional barriers to learning (pupils/community/school)</b>	<p>F. Increased uptake in enrichment activities for PP students.</p>	<p>Increase the range of opportunities available for students to access.            For example: cookery club, music lessons, cheer and dance club to improve the health and well-being of students.</p> <p>Contributions towards trips and visits. Ensure consistent, inclusive wording in all communication about school trips and opportunities. Funding provided for FSM students on educational trips. Ensure new parents know what support is available and how to access it.</p>	<p>To ensure that disadvantaged students are able to access the same opportunities as their non-disadvantage peers. Each individual student has a fully inclusive educational experience.</p>	<p>Students are targeted for specific extra-curricular opportunities.</p>	<p>PP Lead</p>	<p>July 2021</p>
	<p>F. Improved aspirations for PP Students.</p>	<p>100% of students will have a meeting with a career advisor and will plan a career path and have support to realise their ambitions.</p> <p>Personal development programme provides provision for career advice. There will be opportunities for all year groups to access various</p>	<p>Lack of aspirations has been identified as a barrier to the future success for our PP students.</p>	<p>Those students identified as being at risk of NEET are supported with their Pot 16 choices and will have priority with the careers advisor.</p> <p>The Personal development team will target PP students in the first instance.</p>	<p>Careers advisor HOS Y10/Y11.</p> <p>EBE NGR RCR</p>	<p>July 2021</p>



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		programmes and initiates to raise aspirations				
	<p>G. Improved attendance.</p> <p>Narrow the attendance gap between Pupil Premium and Non-Pupil Premium students.</p> <p>Improved attendance of PP pupils at least match national average.</p>	<p>Netherthorpe Schools has identified PP students who travel to school via the school bus and will fund their bus passes for the full academic year in order to support attendance of PP students.</p> <p>First day's absence will be followed up with a phone call.</p> <p>Weekly monitoring of whole school and individuals causing concern by the attendance staff and form tutors.</p> <p>The School Attendance Officer will work with HOS's and PSMs to support students struggling to access School through poor attendance. This may take the role of home visits, becoming the home / School link, interviewing students and transporting individual students to the School.</p>	<p>Finance to track the uptake of PP students using the funded bus passes.</p> <p>The school has identified attendance as a whole school priority this year. PP students cannot make progress if they are not in school.</p> <p>'5% of pupils with the lowest overall absence rates (the 0 to 5<sup>th</sup> percentiles) are 4.7 times more likely to achieve 5 or more GCSEs or equivalent at A* -C including Eng/Ma an around 16.1 times more likely to achieve the English Baccalaureate than the 5% of pupils with the highest overall absence rates' (pg 17 The link between absence and attainment at KS2 and KS4 2013/14 academic year Research report March 2016 DFE.)</p>	<p>HOS/PSMs will monitor pupils and follow up quickly on unauthorised absences and persistent absentees.</p> <p>Line management meetings with NCO and the attendance officer.</p>	<p>MWN KHU Pastoral team Finance Team</p>	<p>The attendance officer will have regular contact with families that require additional support.</p>



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	<p>H. To improve parental engagement.</p>	<p>To monitor and improve the attendance of PP parents at parents' evenings and other parent events.</p> <p>Y7 parent workshop that will look at encouraging parents to support their children in numeracy, literacy and internet safety.</p> <p>Increased use of technology to aid home-school communication; monitoring shows no group adversely affected by school communication systems.</p>	<p>We have identified this as a barrier to the progress of our PP students.</p> <p>The Eef toolkit estimates an increase of 3 months for strategies that improve parental engagement.</p>	<p>Parents identified who require being more involved in supporting their children's academic learning.</p> <p>Ensure that positive communication between school and home is regular and meaningful, for example positive phone calls and postcards of praise.</p>	<p>HOS PSM PP Lead BCA</p>	<p>Throughout the year</p>
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	<p>I. To improve the mental health and well-being of PP students, particularly those struggling with anxiety and related issues following the school closure.</p>	<p>Ensure that the needs of disadvantage students are at the forefront of pastoral care. PSMs, Inclusion manager and HOSs to identify personalised barriers and liaise with Pupil Premium Co-ordinator to put strategies into place to remove or reduce their impact. Personal development will focus on SMSC. For example, the students will gain knowledge on healthy eating, mental health and receive sex education</p>	<p>The EEF toolkit estimates an increase of + 4months for Interventions which target social and emotional learning.</p>	<p>The pastoral team put the needs of disadvantage students at the forefront of pastoral care. Disadvantage students are able to access for example breakfast club and counselling.</p> <p>The personal development team will create a curriculum to promote the holistic wellbeing of our students through the development of knowledge and skills to better equip them in life.</p>	<p>HOS PSM PP Lead BCA EBE NGR RCR</p>	<p>Throughout the year</p>
	<p>Access to uniform to enable disadvantaged students to overcome any financial barriers to school life.</p>	<p>All disadvantage students have access to £50 Gogna uniform voucher.</p>	<p>To ensure that disadvantage students are able to access the same opportunities as their non-disadvantage peers.</p>	<p>Students are assisted with the financial costs of uniform.</p>	<p>BCA PP Lead</p>	<p>June 2020</p>