

## Pupil premium strategy statement

This statement details Netherthorpe 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	Netherthorpe School
Number of pupils in school	1170
Proportion (%) of pupil premium eligible pupils	362 (30.94%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Claire Banks
Pupil premium lead	Kirsty Stevenson
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280770
Recovery premium funding allocation this academic year	£43065
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£323,835

# Part A: Pupil premium strategy plan

## Statement of intent

### **Context:**

At Netherthorpe School, we hold a firm belief that all students, regardless of individual circumstances, have the right to a high quality educational experience. At Netherthorpe, we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support and effective engagement with parents, every student can fulfil their individual academic, social and emotional potential.

Netherthorpe School ensures that the Pupil Premium funding is directed to have the maximum impact across school, so that we close the attainment gap between PP students and their peers and so that they have equal access to a broad and balanced curriculum and enriching opportunities. Our Pupil Premium strategy is underpinned by a firm belief that Quality First Teaching is an essential right of every child and therefore resources are directed to support staff CPD opportunities so that they better understand the needs of the children they teach.

Following the pandemic, additional resources have been allocated to support the promotion of student well being and mental health across school, as identified in our School Improvement Plan as a key priority. Additional counselling support and nurture opportunities have been created to further embed student wellbeing at the heart of our school curriculum.

Further embedded into our practice is our commitment to providing PP students with opportunities for personal development - where they will develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society. Our targeted and personalised pastoral care for children and families is effective in engaging parents and supporting the whole child.

### **Background**

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 2021-2022, the Pupil Premium has a value of £955 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 £310 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.

**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.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Emotional Wellbeing:</b> To promote the emotional wellbeing of all students, particularly for those students struggling to manage their emotional regulation and those with SEMH difficulties that have been affected further by the Covid 19 pandemic.
2	<b>Behaviour for Learning:</b> To develop emotional regulation skills in students and promote improved behaviour for learning training, particularly for those who's learning has been affected by the pandemic

	and for those students struggling to re-engage with school following the Covid 19 school closures.
3	<b>Literacy:</b> To ensure that all students are working at a functional reading age. Those with literacy difficulties are targeted to improve accuracy and fluency, in addition to improved vocabulary and inference skills.
4	<b>Covid related Learning Gaps:</b> To address the extended gaps in knowledge resulting in pupils falling further behind age-related expectations due to Covid related disruption.
5	<b>Retrieval Practice:</b> Students lack retrieval strategies and this is indicated across the curriculum, particularly in Maths and English.
6	<b>Personalisation of Learning:</b> Awareness of staff of pupil premium students and their individual needs to enable targeted support.
7	<b>Pupil Aspiration:</b> Pupils have a lack of aspiration due to reduced opportunities and support to access enrichment opportunities.
8	<b>Attendance:</b> Attendance issues with a cohort of Pupil Premium students.
9	<b>Parental Engagement:</b> Stronger relationships between school and parents of Pupil Premium pupils to be formed to enhance parental engagement and support.

## 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
<p><b>Emotional Wellbeing:</b> Ensure students are supported to develop emotional literacy skills and their needs are at the forefront of pastoral care.</p> <p>Provide counselling opportunities for students (both in school and external counsellors) to promote emotional well being and improved regulation within school and at home.</p> <p>Improved 'ready to learn' attitudes.</p>	<ul style="list-style-type: none"> <li>• A Personal Development curriculum that promotes the holistic wellbeing of our students.</li> <li>• SENDCO to work with Mental Health Lead to develop and implement the 'Zones of Regulation' language and curriculum through Personal Development time. The aim is to promote emotional regulatory language within school and support students in identifying their emotion and need for support as required.</li> <li>• The targets for Pupil Premium for an individual social and emotional plans are met.</li> <li>• Introduction and use of mental health passports for students who are struggling with mental health difficulties.</li> <li>• Greater staff understanding of student's SEMH needs and therefore</li> </ul>

	<p>greater support network for students in need.</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice and teacher observations.</li> <li>• In school counsellors are accessed by students, as well as externally sourced and school funded CBT therapy services to promote emotional well being, as well as anxiety and anger management.</li> <li>• Social Skills intervention groups in place to promote awareness of social cues and norms, particularly for neurodiverse students.</li> </ul>
<p><b>Behaviour for Learning:</b> Creating a positive climate within classrooms and reduce the number of students exited from lessons to the isolation room.</p> <p>Embedded attachment aware policies which focus on restorative practice within school, rather than sanction.</p> <p>Improved awareness of co-regulatory strategies to manage behaviour within the classroom.</p> <p>Reduced behaviour incidents and exclusions within school.</p>	<ul style="list-style-type: none"> <li>• Adapted behaviour management protocol to take into account the impact of Covid 19 pandemic and the emotional impact on students.</li> <li>• Staff fully and consistently implement the new Inclusion policy which is focused on personalised behaviour management of need.</li> <li>• Greater attachment awareness within school – fewer lesson exits and fewer students working in isolation.</li> <li>• Number of exits from lessons to the isolation room is reduced.</li> <li>• Behaviour Support groups set up in Y7 for identified students to establish norms and ‘teach’ behavioural expectations. Breakfast to be provided daily to improve attendance and rewards allocated to excellent engagement. Improved behaviour standards and ready to learn behaviours.</li> <li>• The roles of the ‘Inclusion Lead’ and ‘Inclusion Support TA’ will be fully embedded to support students across mainstream lessons and provide enhanced reintegration opportunities following exclusions or behaviour incidents.</li> </ul>
<p><b>Literacy:</b> Improved literacy skills and reading ages</p>	<ul style="list-style-type: none"> <li>• GL Assessment Standardised literacy testing to be used to inform curriculum planning and interventions as required.</li> <li>• Regular and robust monitoring of the reading ages of all students across KS3 to ensure that students needing intervention are identified early and supported appropriately.</li> </ul>

- Continued work of the Reading Intervention Teacher to ensure that students reach at functional reading age within KS3 and therefore have access to the broad curriculum.
- The new Reading engagement officer will be in place and enhance the work in the library to support student assessments using Accelerated Reader and related interventions.
- The work of the 'Oracy Co-ordinator' will be embedded with oracy being a focus across the curriculum to support student's speaking and listening skills, as well as confidence and provide public speaking opportunities.
- The Hackney Lit Programme, led by our SENDCO, will be fully embedded as a catch up programme for Y7 students who enter Netherthorpe without being 'secondary ready' in English. Most students will be able to return to mainstream English teaching by the end of Y7, having developing age appropriate literacy skills.
- Identified students will be supported Literacy Support Teacher who will target specific foundation Literacy Skills – specifically targeted at students with SEND. Mrs Jerram will be employed for 2 days per week to support targeted groups of students with SEND.
- Targeted Functional Skills Tuition will be embedded for identified students who are unable to access the GCSE curriculum. Mr Fletcher will be employed for 2 half days to work with key students with SEND.
- The school employs a Speech and Language Therapist for 1 day per week to work with identified groups of students on vocabulary, speech sounds and social communication skills. This work will be embedded with the learning support team and further supports the work of the Oracy Co-ordinator.

<p><b>Covid related Learning Gaps:</b> To address the extended gaps in knowledge resulting in pupils falling further behind age-related expectations due to Covid related disruption.</p>	<ul style="list-style-type: none"> <li>• Regular and robust monitoring and identification of students who are not making progress in line with their starting points and particularly those whose progress has slowed or stalled due to Covid related disruptions.</li> <li>• Clear intervention opportunities using the Recovery Premium Funding to secure tuition across all subjects for students requiring catch up support.</li> <li>• Students will work in small groups or 1:1 to receive bespoke support addressing their gaps in learning.</li> <li>• Improved attainment for identified students.</li> <li>• Improved ready to learn behaviours and attitudes to learning as evident through quality assurance practices and work scrutiny, as a result of improved access to the curriculum.</li> <li>• GL Assessment data to be used to inform curriculum development and also intervention opportunities, including work with Recovery Tutors.</li> </ul>
<p><b>Retrieval Practice:</b> Improved retrieval skills among disadvantaged pupils across all subjects.</p>	<ul style="list-style-type: none"> <li>• CPD will focus on retrieval strategies.</li> <li>• Learning Improvement co-ordinator to embed Rosenshine’s principals across the curriculum to ensure that this maintains a high profile within curriculum planning.</li> <li>• CPD opportunities will ensure that staff awareness and knowledge of Rosenshine’s principals, including retrieval practice are embedded and that this is clearly evident through quality assurance visits and work scrutiny.</li> <li>• Teacher reports and class observations indicate that disadvantaged pupils are more able to retrieve knowledge.</li> <li>• GL Assessment data to be used to inform curriculum development and also intervention opportunities, including work with Recovery Tutors (both face to face and online)</li> </ul>

<p><b>Personalisation of Learning:</b> Awareness of staff of pupil premium students and their individual needs to enable targeted support.</p>	<ul style="list-style-type: none"> <li>• Focus groups to be established to share best practice amongst staff regarding strategies to support individual need in lessons.</li> <li>• CPD opportunities to be established using Rosenshine’s principals to improve curriculum development as informed by the data collected from the GL Assessment testing.</li> <li>• Greater emphasis on SEND and PP student experiences as evidenced through quality assurance processes and work scrutiny.</li> <li>• Student voice and feedback.</li> <li>• Parental voice.</li> <li>• Improved attendance and ready to learn behaviours.</li> </ul>
<p><b>Pupil Aspiration:</b> Pupils have a lack of aspiration due to reduced opportunities and support to access enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>• Students engage with careers appointments with Carmel.</li> <li>• Students engage with careers curriculum delivered through Personal Development Time.</li> <li>• Students with SEND have personalised careers support with Mrs Gray at least once per month to support with post 14 and post 16 options and curriculum planning.</li> </ul>
<p><b>Attendance:</b> Improved attendance of a cohort of Pupil Premium students</p>	<ul style="list-style-type: none"> <li>• Attendance data monitored by the attendance clerk and has a whole school focus.</li> <li>• Attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced.</li> <li>• Alternative pathways will be offered to students who are unable to access school due to medical or mental health difficulties (e.g. OOST, Academy 21).</li> <li>• Increased parental engagement with school and improved liaison around reintegration.</li> </ul>
<p><b>Parental Engagement:</b> Increase the range of opportunities available for parents to engage with school. Fostering of positive interactions between home and school to support student learning and well being.</p>	<ul style="list-style-type: none"> <li>• Opportunities for parents to engage with school in meetings, coffee morning and learning based activities to foster parental engagement and a coproduction culture.</li> <li>• Inclusive wording in all communication about school trips and opportunities.</li> </ul>

	<ul style="list-style-type: none"><li>• A significant increase in participation in enrichment activities, particularly among Pupil Premium pupils.</li><li>• Support for increasing aspirations with parental support - 100% of students will have a meeting with a career advisor and will plan a career path and have support to realise their ambitions.</li><li>• Personal development programme provides provision for career advice,</li></ul>
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## 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: £224,616 (80%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tailored and specific CPD delivered to all staff, with a school focus on behaviour.</p> <p>Teaching and learning focus on evidence-based strategies to support quality first teaching.</p> <p>Weekly CPD to all staff in order to deliver bespoke training based on Rosenshine's principals to inform curriculum development and best practice.</p>	<p>John Dunford's 'Using the Pupil Premium Effectively' states 'Keep your focus relentlessly on the quality of teaching and learning'.</p> <p>The Sutton trust report (EEF toolkit) shows the significant effect that high-quality teaching has for disadvantaged students.</p> <p>Robert Rosenthal has done a great deal of research on expectancy effects and the Pygmalion effect.</p> <p>Tom Bennett 'Running the room'.</p> <p>"Supporting the Attainment of Disadvantaged Pupils" (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	4, 5, 6
<p>Pupil Premium Coordinator and Director of SEND overseeing Pupil Premium strategy co-ordination and deliver</p>	<p>Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment of Disadvantaged pupils: articulating success and good practice.</p>	1-9
<p>Ensure that our curriculum is broad, balanced and promotes a love of learning. A Personal Development curriculum that promotes the holistic wellbeing of our students.</p>	<p>Use of GL Assessment data to inform curriculum planning and development.</p>	3,4,5
<p>SENDCO to work with Mental Health Lead to develop and implement the 'Zones of Regulation' language and curriculum through Personal Development</p>	<p>Zones of Regulation Framework – Kuyper.</p>	1, 2, 8

time. The aim is to promote emotional regulatory language within school and support students in identifying their emotion and need for support as required.		
In school counsellors are accessed by students, as well as externally sourced and school funded CBT therapy services to promote emotional well being, as well as anxiety and anger management.	Professional Counselling opportunities for students to support well being and positive mental health, particularly for those awaiting CAMHS support (approx. 30 students)	1, 2, 4, 8, 9
GL Assessment Testing Schedule to establish baseline assessments across KS3 (CATs, Progress Testing in English, Maths and Science, NGRT Reading Assessment and Spelling Assessment, PASS Testing.	Standardised Testing schedule to inform baseline testing and curriculum planning.	2, 3, 4, 6, 7
Pastoral Management Support of vulnerable students as required to support emotional well being and mental health.	Specific training to meet the needs of students at Netherthorpe including Safeguarding training, Mental Health Support, CAMHS training etc.	1, 2, 7, 8, 9
HOS Section to support the identification of student need, emotional and academic and the provision of bespoke support to meet need.	HOS training and line management with Senior Assistant Headteacher responsible for Inclusion and Safeguarding.	1, 2, 4, 7, 8, 9
Inclusion Room Manager is trained as Mental Health First Aider to support students with emotional needs and promote regulatory strategies and overall well being.	Mental Health First Aid Lead Training.	1, 2, 7, 8, 9
School will work towards the Silver Mental Health Schools Award	Mental Health Schools Award (Silver)	1, 2, 7, 8, 9

<p>Employment of professional in school counsellor to support SEMH needs within school.</p>	<p>Professional counselling qualifications</p>	<p>1, 2, 7, 8, 9</p>
<p>Adapted behaviour management protocol to take into account the impact of Covid 19 pandemic and the emotional impact on students.</p> <p>The roles of the 'Inclusion Lead' and 'Inclusion Support TA' will be fully embedded to support students across mainstream lessons and provide enhanced reintegration processes.</p> <p>Staff fully and consistently implement the new Inclusion policy which is focused on personalised behaviour management of need.</p> <p>Behaviour Support groups set up in Y7 for identified students to establish norms and 'teach' behavioural expectations. Breakfast to be provided daily to improve attendance and rewards allocated to excellent engagement. Improved behaviour standards and ready to learn behaviours.</p>	<p>Attachment Aware and Trauma Informed schools training and implementation plan.</p> <p>EEF and DFE</p> <p>Tom Bennett 'Running the Room'</p> <p>Paul Dix 'When the Adults Change...'</p>	<p>1, 2, 4, 7, 8, 9</p>

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

Budgeted cost: £71,142 (10% + Recovery Premium Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of these students will be disadvantaged pupils.</p>	<p>Targeted tutoring can be effective in supporting low attaining pupils, with a focus on specific needs and gaps in knowledge.</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,5
<p>Targeted maths intervention groups to improve retrieval skills and attendance at Maths lessons.</p>	<p>Targeted tutoring can be effective in supporting low attaining pupils, with a focus on specific needs and gaps in knowledge.</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,5
<p>Reading Intervention Teacher to ensure that students reach at functional reading age within KS3 and therefore have access to the broad curriculum.</p> <p>The new Reading engagement officer will be in place and enhance the work in the library to support student assessments using Accelerated Reader and related interventions.</p> <p>The work of the 'Oracy Co-ordinator' will be embedded with oracy being a focus across the curriculum to support student's speaking and listening skills, as well as confidence and provide public speaking opportunities.</p>	<p>EEF Literacy Framework</p> <p>Synthetic Phonics Programme</p> <p>Accelerated Reader Programme</p> <p>IDL Programme</p>	3, 4, 5

<p>The Hackney Lit Programme, led by our SENDCO, will be fully embedded as a catch up programme for Y7 students who enter Netherthorpe without being 'secondary ready' in English.</p>	<p>The Hackney Lit Programme <a href="#">LIT Programme   Hackney Services for Schools</a></p>	<p>3, 4, 5, 6</p>
<p>Identified students will be supported Literacy Support Teacher who will target specific foundation Literacy Skills – specifically targeted at students with SEND. Mrs Jerram will be employed for 2 days per week to support targeted groups of students with SEND.</p>	<p>QTS Trained Primary and Secondary school teacher delivering personalised literacy focused interventions</p>	<p>3, 4, 5, 6</p>
<p>Targeted Functional Skills Tuition will be embedded for identified students who are unable to access the GCSE curriculum. Mr Fletcher will be employed for 2 half days to work with key students with SEND.</p>	<p>Trained teacher delivering personalised literacy and numeracy focused interventions (Entry Level 1)</p>	<p>3, 4, 5, 6</p>
<p>The school employs a Speech and Language Therapist for 1 day per week to work with identified groups of students on vocabulary, speech sounds and social communication skills.</p>	<p>Professional and fully qualified speech and language therapist from Let's Verbalise, Sheffield.</p>	<p>3, 4, 5, 6</p>
<p>Clear intervention opportunities using the Recovery Premium Funding to secure tuition across all subjects for students requiring catch up support.</p>	<p>Targeted tutoring can be effective in supporting low attaining pupils, with a focus on specific needs and gaps in knowledge. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4, 5</p>
<p>Students with SEND have personalised</p>	<p>Careers support</p>	<p>7, 8, 9</p>

careers support with Mrs Gray and Carmel Haughley regularly to support with post 14 and post 16 options and curriculum planning.		
Alternative pathways will be offered to students who are unable to access school due to medical or mental health difficulties (e.g. OOST, Academy 21).	Alternative education pathways	1, 2, 6, 7, 8, 9

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

Budgeted cost: £28,077 (10%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bus Support for Pupil Premium students in order to support attendance.	The school has identified attendance as a whole school priority this year.	8
Counselling sessions, cognitive behavioural therapy and interventions for specific pupils who require support with regulating their behaviour and emotions.	<p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is evidence to suggest that CBT has a higher impact on risk behaviours and behavioural difficulties:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p>	1
<p>Ensure that the needs of pupil premium students are at the forefront of pastoral care.</p> <p>PSMs, Inclusion manager and HOSs to identify personalised barriers and liaise with Pupil Premium Co-ordinator to put strategies into place to</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1

<p>remove or reduce their impact.</p> <p>Personal development will focus on SMSC. For example, the students will gain knowledge on healthy eating, mental health, receive sex education and take part in Yoga sessions to reduce feelings of stress.</p>		
<p>Increased use of technology to aid home-school communication.</p> <p>Positive communication between school and home is regular and meaningful, for example positive phone calls and postcards of praise.</p>	<p><a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>We have identified this as a barrier to the progress of our Pupil Premium students.</p>	6, 7, 8, 9
<p>Y7 parent workshop that will look at encouraging parents to support their children in numeracy, literacy and internet safety.</p>	<p><a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>We have identified this as a barrier to the progress of our Pupil Premium students.</p>	9
<p>TFTF Behaviour and Resilience Mentoring</p>	<p>We have identified behaviour as an in school barrier to progress.</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<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>The school has identified attendance as a whole school priority this year. PP students cannot make progress if they are not in school. '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>	8

Uniform Vouchers	The school has identified, from previous experiences, that access to uniform can have a negative impact on attendance and behaviour.	2,8
Contingency fund for acute issues.	The school has identified a need from previous years experiences to set part of the funding aside to respond to needs that have not yet been identified.	All.

**Total budgeted cost: £ 323,835**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that 53.1% of PP students achieved 5 GCSE'S 4+ including English and Maths, with 67.2% of PP students achieving a 4+ in Maths. 31.8% of PP students achieved a 5+ in English and Maths in 2020-2021.

#### **Enhanced quality first teaching provision across the school**

Every teacher was supported through the CPD programme to gain a sound understanding of remote learning support and lesson delivery to ensure that lesson could continue without disruption. Staff benefitted from extensive CPD provision founded on Rosenshine's principles to embed these across the curriculum as part of curriculum planning and delivery. Staff also benefitted from professional learning on using Microsoft Teams to deliver lessons online.

#### **Bus Support to improve attendance**

All PP students were offered subsidised bus fares throughout 2020-2021 by £20 per term to provide financial assistance to our Pupil Premium families and to promote good attendance.

**Resources for PP Students to support home learning** – Pupil Premium students in year 10 and 11 were contacted via telephone to ensure students had the resources and equipment they needed. Blue tooth dongles were delivered to students requiring internet support and laptops were delivered to disadvantaged students during the school closures.

**Food parcels** - In addition to the Government funded vouchers, Netherthorpe School made and delivered food parcels to families during the school closures to ensure the well being and health of our disadvantaged families.

**Gogna Uniform Vouchers** – 48% of Pupil Premium students used the £50 Gogna Uniform voucher to provide financial assistance to families throughout 2020-2021.

**In school counselling (HNE)** – Our strong pastoral team are vigilant in identifying students that require counselling. Students have been re-integrated back to lessons and the emotional well being of these students have been positively impacted.

**LAC PP+ Used to Fund Additional English and Maths Tuition via Kip McGrath Tutoring** - 2 LAC students accessed additional Maths and English tutoring via Kip McGrath. They both had 1 hour of English and 1 hour of Maths tuition per week for the full academic year. Reports from Kip McGrath demonstrated that their functional literacy skills (spelling, punctuation, paragraphing) improved throughout the year as a result of the tutoring.

Reviewing the impact of the Pupil Premium strategies implemented, the pandemic meant that our disadvantaged pupils were unable to benefit fully from the targeted interventions and wider strategies to the degree that we intended.

### **CBT Therapy Support**

School accessed professional CBT Support for students throughout 2020-2021 to provide professional anxiety and anger management counselling for students with SEMH difficulties.

### **Tutor – Well being calls**

Regular calls made to all students to promote emotional well being and identify issues arising, so that intervention could be provided (e.g. financial or emotional support).

**Commando Joes 'Building Resilience' Scheme** – Following on from the success of the Commando Joes scheme in 2019-2020, Netherthorpe School benefitted from the support of a Commando Joes veteran for one term in the academic year 2020-2021, in returning students to learning following the school closures. Our Commando Joes key worker was available to support with students who were finding the return to school a challenge, by provided 1:1 motivational coaching and acting as a key worker for our students. Our Commando Joes worker was able to offer small group support and motivational interviewing opportunities for our students with SEND and disadvantaged students.

### **Planned Activities that were unable to be actioned due to Covid restrictions:**

1. English and Maths Re-set Days – planned as catch up interventions for students who struggled to engage with learning during the school closures.
2. Whitelea 'Building Resilience' Day (Y9 Girls) – a day visit focusing on building resilience and self confidence for a group of Y9 girls with SEMH difficulties.
3. 'Let Us Shine' Resilience Workshops (Y9/10 Girls) – planned 10 week workshop for Y9/10 female students who had SEMH needs and struggled to engage with school and the curriculum.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the DfE identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Speech and Language Therapy	Let's Verbalise
Tutoring	Kip McGrath
CBT Therapy	Maria Collins Donnolly Consultancy
Resilience and Team work coaching	Commando Joe