

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Netherhall School
Number of pupils in school	934
Proportion (%) of pupil premium eligible pupils	25
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governing body
Pupil premium lead	Tom Hunter
Governor / Trustee lead	Paul Bullen-Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,625
Recovery premium funding allocation this academic year	£62,530
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	£283,975

# Part A: Pupil premium strategy plan

## Statement of intent

## Challenges

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

Challenge number	Challenge name
1	Attendance
2	Access to curriculum
3	Parental Engagement

## 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
Pupil premium attendance to improve	Attendance for PP (pupil premium) students as a whole to be at least 96% (last year PP attendance was at 83%); reduction in PP students in PA (persistent absence) category.
PP students to achieve in line with other students of a similar entry level	GCSE (General Certificate of Secondary Education) results and anticipated grades of students at each reporting point shows PP students performing at least in line with other students of a similar academic ability.
Parents engage with PP students' learning as much as nPP (non Pupil Premium) parents engage with students' learning.	Attendance of parents of PP students at parents' evenings shows an improvement on previous year's attendance figures. Use of the parental online access system (measured by % sign up) improves on previous years

## 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: £ 186,495

Activity	Evidence that supports this approach	Challenge number
<p>Star group:</p> <p>This provision is provided to 10-12 students in Year 7 (60% PP) and from this year, Year 8 (70% PP) too. The expansion is in recognition of growing needs stemming from the pandemic. They are identified as having a 'high level' or 'significant' needs. The needs of the students represent all of the four categories of need: physical and sensory, cognition and learning, social, emotional and mental health and communication and interaction. They are taught in a small group with a particularly high literacy focus.</p>	<p>Students in the group make excellent progress: all students have progressed <u>at least one Key Stage</u> in terms of their reading level. They benefit from a mixture of high academic and behavioural expectations alongside appropriate levels of differentiation and support. The intervention has been so successful that we are expanding this provision by providing a nurture group in Year 8 also.</p>	2
<p>Foundation Learning course (KS4, Key stage 4):</p> <p>This provides a more appropriate curriculum for a small number of students, including courses at CRC (Cambridge Regional College) and targeted work experience placements. The links with CRC and work experience have built up confidence and ensured a smoother more successful transition post-16. The current cohort is 50% PP. Foundation Learning was incorporated into the options at Netherhall, with students invited to select this as an option for Key Stage 4. The Inclusion faculty undertake interviews and signpost those students who have been identified from Key Stage 3 data.</p> <p>The Foundation Learning tier has been developed over time, with a timetable commitment to 'blocking' lessons to enable outside visits. All students in the Foundation Learning tier study:</p>	<p>Foundation Learning was designed as a two year course and comprises of Level 1 Vocational Studies BTEC (Business and Technology Education Council), Home Cooking Skills at either Level 1 or 2 and a morning at CRC in Year 11 to aid transition for post 16 study.</p> <p>For the 2020-2022 cohort of students it was difficult to deliver the usual offer of practical courses due to COVID 19 (Coronavirus disease identified in 2019) in Year 10 and unfortunately we have been unable to attend CRC in year 11 as we have in previous years. Instead we taught the BTEC Home Cooking Skills and introduced the ASDAN (award scheme development and accreditation network) Personal Development programme as the specification for the BTEC Vocational Studies</p>	1,2

<ul style="list-style-type: none"> <li>• BTEC Level 1 Vocational Studies – offering not only a recognised qualification but an introduction to many vocational areas.</li> <li>• BTEC Jamie Oliver’s Home Cooking (Level 1 or 2) – this gives the students a valuable life skill in be able to cook in the home, as well as a recognised qualification</li> <li>• Units at Cambridge Regional College – students visit CRC for 2 hours per week in the spring term of Year 10 and undertake a word working project with the Foundation Learning team – they then visit for 2 hours per week for the whole of Year 11, again with the Foundation Learning team. This allows them to familiarise themselves with CRC.</li> <li>• Study Support – students gain extra study support time to work</li> </ul> <p>For this academic year the vocational studies course is being expanded and reformatted as the innovate curriculum. The Innovate Curriculum is aimed at students who are wishing to pursue a more vocational pathway in years 9-11, with enhanced work-related learning experiences, smaller scale projects and allocated time to experience vocational courses, alongside the three core subjects and 2 additional option subjects (chosen from a bespoke range). We are doing this in recognition of the gap in attainment and outcome for some PP students compared to their nPP peers. The root cause of this is a disenfranchisement from the traditional academic route through school, a problem which has worsened since the pandemic.</p> <p>On the Innovate pathway, students will complete GCSE qualifications in English, Maths and science, in smaller than average class sizes, with additional opportunities to take a range of</p>	<p>changed and was not as accessible to the learners.</p> <p>In spite of the cohort changing significantly from the one who started in 2020 we have managed to achieve 5/6 Home Cooking Skills passes, four at level 2 and one at level 1.4 students completed the Bronze certification for ASDAN. We were also able to deliver Entry Level English to 4 students but the results will not be confirmed until August.</p> <p>We had one student with an EHCP who joined the group this year as they were struggling with two of their option choices. They coped well with the course, caught up and became more confident and outgoing as the year progressed.</p> <p>Another student who previously had been a poor attender was put on an amended timetable with the main focus of attending Foundation Learning. This proved to be very motivational for them. They significantly improved their attendance from 41.67% to 48.98% and reducing his unauthorised absence from 17.5% to 0%.</p> <p>The 2021-2023 students have also completed the ASDAN and Home Cooking Skill courses but will be unable to go to CRC in Year 11. The cohort has also significantly changed over the year. Currently there are 5 students attending, of which 4 will be entered for the Bronze ASDAN award. 4 students achieved the Home Cooking Skills BTEC, three at level 2 and one at level 1.</p>	
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<p>accredited Level 1 and entry level qualifications during the course. In addition to core subjects, students will have opportunities to opt to experience targeted vocational workshops such as health and beauty, hospitality and public services. Students will also experience PE and Citcom lessons as well as choose 2 from 4 option choices.</p>		
<p>Study Support Groups (KS4) run by HLTA (Higher level teaching assistants)/Level 3's:</p> <p>This provides extra support across all subject areas. Students have the time to consolidate and complete work from lessons.</p> <p>Study support is offered at KS4 as an alternative to a GCSE. Students are again supported in small groups, with a focus on developing key revision skills and supporting the learning in the core GCSE subjects. Approximately 50% of students in these groups are PP students.</p>	<p>Within the small groups, students are supported by a Higher-Level Teaching Assistant (HLTA)/Level 3. Year 10 are supported with the transition into studying for their GCSE courses and encouraging independent learning and key revision skills. Completing of coursework and literacy support is provided.</p> <p>Year 11 are supported with the transition into further education and college/apprenticeship applications. Independent learning is still encouraged and support around key revision skills and literacy support is provided.</p> <p>To address gaps in their literacy we use programs such as Wordshark, Lexia and other literacy packages. Again, progress is tracked using a series of pre- and post-tests for each unit.</p> <p>Published research:</p> <p>These interventions are supported by the research evidence by the EEF (Education Endowment Fund) teaching and learning toolkit:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	2
<p>English interventions and curriculum changes from last year, which will continue in this year:</p> <ol style="list-style-type: none"> <li>Curriculum changes with the review and development of KS3 schemes.</li> </ol>	<ol style="list-style-type: none"> <li>KS3 assessment point (AP) data analysis completed in the summer term by staff. Positive residuals for PP students in years 7 and 8. Year 9</li> </ol>	2

<ol style="list-style-type: none"> <li>2. Entry level course delivered.</li> <li>3. Contact home and targeting of PP students for revision sessions</li> <li>4. Quadrant reflection mechanism for assessing areas to improve with students</li> <li>5. Analysis conducted to target support and interventions.</li> <li>6. PP students targeted for additional revision sessions.</li> <li>7. Student voice used to develop schemes of work, particularly focusing on PP feedback.</li> </ol>	<p>PP students negative residual has improved since the Summer.</p> <ol style="list-style-type: none"> <li>2. Entry Level delivered (70% of the group were PP students who had been identified as being at risk of not achieving an English qualification). 100% of students achieved a level 1 – 3. 71% of the PP students in this group achieved a grade at GCSE English Language.</li> <li>3. Six of the English Entry level students received additional English lessons with staff to complete this qualification and the rest will be completing it in Hobbs lessons.</li> <li>4. 'Book Buzz' scheme ensures all PP students receive a free copy of a silent reading book. As a result of this, all students in Year 7 are able to start English lessons with silent reading.</li> </ol>	
<p>Mathematics interventions continuing for this year:</p> <ul style="list-style-type: none"> <li>• Curriculum review of KS3 and development of resources more in line with effective pedagogy (for instance embedding retrieval practice, example-problem pairs) and adopting a mastery style approach to learning – these all are intended to help all pupils make progress despite some having different starting points.</li> <li>• The roll-out of a new feedback policy allowed for pupils to receive high-quality feedback based on good research evidence. For instance, feedback for skills checks involved the use of example-problem pairs as feedback, and the notion of “turning feedback into detective work” – where pupils were given the chance to improve their work while given some guidance. Online platforms such as MathsWatch were also used to provide students with personalised follow up tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of PP students achieving on or above their target increased significantly from 55% in 2021 to 61% in 2022 (this was 53% in 2020)</li> <li>• The percentage of PP students achieving a grade 4 or above was 66% in 2022, consistent with the 67% achieved under TAGs in 2021 (and increased from 58% in 2020)</li> <li>• However, the average progress score of PP pupils dropped from -0.32 in 2021 to -0.47 in 2022. However, the average attendance of the group who underperformed was 67%.</li> <li>• Pupils responded positively to the use of retrieval practice in lessons and performance on earlier topics in the year in end of year assessments was (anecdotally) better than in previous years</li> <li>• SEND pupils in Y11 achieved similarly (but slightly worse) to the previous academic year, with a progress score of -0.64. It is likely that the lack of TA support and Covid-related limitations in terms of individual support during lessons will have negatively affected this. A substantial portion of these also had low attendance.</li> </ul> <p>Published evidence base:</p>	2

<ul style="list-style-type: none"> <li>• The Sparx homework platform was rolled out towards the end of the year. This allows pupils to develop fluency in areas being covered in lessons, as well as review topics covered in the year. The algorithm in the website adjusts the difficulty of questions, which allows pupils to have homework that is tailored to their needs. We also ran a weekly “Sparx club” after school to help pupils who do not have reliable access to technology at home complete their homework.</li> <li>• All Y11 pupils given personalised summer and Christmas work based on areas they had struggled with in previous assessments. Parental contact made where pupils had not completed this, and PP pupils prioritised for this as well.</li> <li>• Teachers were reminded of priorities arising from previous year’s data, in particular the gap in progress between SEND (special educational need or disability) pupils and their peers at both KS3 and KS4. Teachers then wrote down key strategies they used to help these pupils access the curriculum. Strategies encouraged included: <ul style="list-style-type: none"> <li>- Ensuring teachers have read their SEND (special educational needs and disability) documents and that recommendations from these are in place</li> <li>- Seating in a place where they can be checked on and make progress (where possible at KS4)</li> <li>- Contact home</li> </ul> A large proportion of these students were also PP. </li> </ul>	<ul style="list-style-type: none"> <li>• Extensive evidence on the effectiveness of retrieval practice and low-stakes testing for long term recall exists: e.g. Karpicke et al, 2008. Approaches to example-problem pairs based on the work of John Sweller on cognitive load theory (e.g. Sweller et al 1998). Mastery learning is a strand of the EEF toolkit with an assigned score of +5 months of additional progress.</li> <li>• Substantial evidence exists for the positive impact of personalised feedback work, notably the work of Dylan Wiliam (amongst others). It is also the strand of the EEF toolkit with the largest effect size reported.</li> <li>• Good evidence exists for the positive effect of homework on performance, particularly in secondary schools, and with additional effect where the homework is linked to classroom work and involving digital technology (see EEF toolkit)</li> </ul>	
<p>Maths, development of a mastery curriculum and other curricula to support students.</p>	<p>The development of the Mastery Curriculum in year 7 and year 8 has significantly improved outcomes for PP students with both years having a positive residual. We are currently developing this curriculum for year</p>	<p>2</p>

	<p>9 to be delivered this academic year. The current year 9's have a significant number of PP/SEND students who are struggling for a number of reasons; we are planning an alternative curriculum (Innovate) for a group of 15 of them We think this will have an impact on them and would like to see this residual reduce over the course of the year. We have also invested in an online homework platform (Sparx) that we believe will have a considerable impact on PP students. It will coincide with our mastery curriculum and differentiate the homework based on the student's ability and allow students to make sustained progress over time.</p>	
<p>Science support which will continue this year. Science have supported pupil premium students with discounted revision packs which include revision guides and workbooks for the entire GCSE courses.</p> <p>Utilising technology such as access to animations and online based learning tools to improve ease of access for reference, revision resources and scope for independent learning with pupil premium students.</p> <p>Staff using contextualised strategies based on attitude to learning and current progress to ensure pupil premium students had priority and bespoke communications towards interventions, so that provision in place was targeted in a personalised manner.</p>	<p>The gap between PP and nPP has closed on average by 0.23 over the course of the last 3 years, based on internal data.</p>	2
<p>Business and Economics support, which will continue this year.</p> <p>SOW (scheme of work) adapted mapping all resources electronically onto Google Classroom with precise instructions as well as providing students with physical</p>	<p>2020: 100% PP students met or exceeded target grade.</p> <p>6 PP students</p>	2





<p>Students are encouraged to take part in the many extra curricula opportunities offered through the ARTs. Individual teachers encourage students through relationships fostered in lessons.</p>	<p><b><u>Evidence:</u></b> The rich and varied program of opportunities offered through the year within the ARTs sees a great number of students participation.</p> <p><b><u>Impact:</u></b></p> <p>Numbers at clubs are increasing through the ARTs, more data will be available once the school cloud registers have had a full cycle and can be analysed.</p>	
<p>Humanities adaptations continuing for this year</p> <p>Students on all the examination courses within Humanities have been provided with their own revision workbooks at considerable cost to individual departments. Specialist support through revision sessions, tailored tasks and contact home is consistently applied.</p> <p>KS3 and KS4 Schemes of work have been reviewed in the past 2 years with the aim of making them more inclusive and engaging for all students. The KS3 conceptual curriculum is in the 2<sup>nd</sup> year of its implementation and includes a number of priorities which address specifically learning needs which are especially pertinent to PP students: emphasis on dialogic group learning; 3 Levels of Challenge built into lesson planning; front-footed approach to developing students' technical vocabulary and oracy strategy; student voice fully integrated into the</p>	<p>The results for PP students are significantly improving: there is no gap in GCSE performance between PP and mainstream cohort students in Religious Studies; in History the gap in 9-5 performance is not significant and is closing at 9-4; only in Geography at GCSE is there still a significant gap in exam performance. A faculty-wide focus on the intentional use of data to address specific learning needs is a FIP priority for the Humanities faculty for 2022-23 as this has been highlighted as a particular area for development by a Trust review (March 2022) and SLT QA (July 2022).</p> <p>KS3 &amp; y10 assessment data shows that the PP students are now performing in line with the mainstream cohort of students in History and RPE and the gap in performance in Geography has closed especially at the lower end.</p>	2

<p>assessment cycle for all subject units; homework policy reviewed to be both challenging and supportive of students' learning regardless of their individual home contexts.</p> <p>Residential visits to support student learning are planned, costed and subsidised to ensure that PP students can attend these for the enhancement of their learning. In the Year 10 History York Visit in July 2022, 63% of all GCSE History students were able to attend.</p>	<p>PP students constitute 18.5% of this cohort and were actively canvassed by the History department to encourage them to attend the visit. 31% of PP students attended, making up 9.3% of attenders. While these figures could have been higher, they indicate a strong commitment to inclusive education within the faculty.</p>																					
<p>Modern Foreign Languages (MFL). PP pupils in MFL are supported in the following ways: Learning mats with useful vocab and structures for the lesson are provided</p> <p>The study of authentic texts, projects linked to French and German speaking countries, the watching of films gives the PP pupils insight into the cultural lives in the countries of the languages we study. This is something we are developing, and we hope to see positive outcomes as pupils move through the school.</p> <p>Support classes are offered for help with work</p>	<p>This has allowed PP pupils to achieve at levels commensurate with others in their year group with the majority at KS4 meeting or exceeding their targets.</p> <p>GCSE examination data for the past 4 years is below. We hope that the measures we have begun to embed will show positive outcomes in both KS3 and KS4.</p> <p>French:</p> <table><tr><td></td><td>2022</td><td>2021</td><td>2020</td><td>2019</td></tr><tr><td>Act-Tar</td><td>-2.1</td><td>-0.5</td><td>+0.4</td><td>+0.03</td></tr></table> <p>German:</p> <table><tr><td></td><td>2022</td><td>2021</td><td>2020</td><td>2019</td></tr><tr><td>Act-Tar</td><td>0</td><td>N/A</td><td>+0.6</td><td>N/A</td></tr></table>		2022	2021	2020	2019	Act-Tar	-2.1	-0.5	+0.4	+0.03		2022	2021	2020	2019	Act-Tar	0	N/A	+0.6	N/A	2
	2022	2021	2020	2019																		
Act-Tar	-2.1	-0.5	+0.4	+0.03																		
	2022	2021	2020	2019																		
Act-Tar	0	N/A	+0.6	N/A																		
<p>PE</p> <p>Students and families that have financial constraints are supported with PE</p>	<p>Incidents of students arriving without kit has decreased and participation within lessons</p>	2																				

<p>uniform by providing them with a long-term loan of kit. On individual occasions student kit has also been washed and looked after by the PE staff.</p> <p>Students on all the examination courses within PE have been provided with their own revision and workbooks. Specialist support through revision sessions, tailored tasks and contact home is consistently applied.</p> <p>KS3 and KS4 Schemes of work have been reviewed in the past 2 years with the aim of making them more inclusive and engaging for all students. The assessment criteria in PE has been adapted to give all students the opportunity to achieve in the subject.</p> <p>Students receive personal invites to extracurricular clubs to encourage participation and further experiential opportunities. Opportunities for students to attend alternative activities are sought out by the PE Faculty- Examples include the Colour Run.</p>	<p>and extra -curricular clubs has increased. There are currently 15 students receiving a long-term loan of kit, of these students all now participate fully in lessons. Barriers have been broken down to allow students to be more confident in lessons as they are wearing the correct and clean kit.</p> <p>The results for PP students are significantly improving, evidence of this comes from +2 residual achieved from the 4 students sitting the GCSE PE course. The 1 PP student on the A-Level course achieved their target grade.</p> <p>Numbers at clubs are increasing across the school, more data will be available once the school cloud registers have had a full cycle and can be analysed.</p>	
<p>Technology PP adaptations</p> <p>A review of teaching styles in practical lessons for year 7 groups now includes buddying, paired work during practical lesson and a greater emphasis on</p>	<p>PP data for year 7 has steadily improved through the course of the year; 45/65 (69%) students were either on or above target by the end of the year.</p>	<p>2</p>

revisiting key terms during lessons and across subjects.		
<p>Computer Science</p> <p>An introduction of new schemes of work in year 7 now emphasise key words in each lesson, paired work and a mix of teacher assessed and summative assessment of different topics.</p>	<p>PP data for year 7 has improved since the introduction of the new SOW, +0.79 in 2021 and +0.86 in 2022</p>	2

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

Budgeted cost: £63,848

Activity	Evidence that supports this approach	Challenge number
<p>Ensure appropriate support for students who come from primary school with existing issues. All primary schools are visited by a member of the Inclusion team (either in person or remotely). They meet with the Year 6 teachers and/or the SENCo (Special educational needs coordinator) who share information on the most vulnerable children, many of whom are in receipt of PP funding. This information is collated onto a single spreadsheet and is used for setting and for sorting houses and registration groups. Key information is shared with teachers, allowing them to prepare for and support the students in their classes.</p> <p>Houses and registration groups are balanced so that each tutor has at least 1 and no more than 2 PP students joining their form. Other disadvantaged characteristics are also taken into account (e.g. SEND, safeguarding issues). This then ensures each tutor is able to devote an appropriate amount of time and support to disadvantaged students (e.g. – through formal/informal mentoring, making contact with home, etc).</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>• 89% of Year 7 students felt confident about starting school (Year 7 questionnaire – Dec 2021)</li> <li>• 94% of Year 7 students felt happy at school (Year 7 questionnaire – Dec 2021)</li> <li>• 96% of Year 7 students felt they made progress in their first term (Year 7 questionnaire – Dec 2021)</li> </ul>	1,2,3
<p>Lexonik:</p> <p>The programme is run over 6 weeks for one hour per week. There are a range of Levels of Lexonik offered from Level 1 to 4 meaning we can offer this programme to a range of different learners and</p>	<p>Those who have participated in the Lexonik programme have significantly improved their reading ages and the results have been amazing. We also wanted to see the impact/change on those students who</p>	2

<p>abilities. We also have programme suitable for EAL (English as an additional language) and SEND learners which we can run called Lexonik Leap.</p> <p>We have aimed Lexonik at Pupil Premium students in Key Stage 4 initially but have since used it across all year groups. The students selected do a pre and post WRAT test (writing and reading aptitude test) to assess their reading ages before and after the Lexonik programme. This is the way the programme assess' their progress made from completing the Lexonik programme. We also as a school re-test those who have completed the programme after 6 months to see if the strategies and techniques taught from the programme have been retained or have improved.</p>	<p>participated in the Lexonik programme after 6 months to see how much of the strategies and techniques etc. were still being used or were remembered by them. The results again were amazing as all students retested thus far have either kept the same reading age or improved! Lexonik has also had an impact on the initial cohort's GCSE results.</p> <p>During 2021-2022, we have had six year 9 groups complete the Lexonik Advance programme. All students within these groups are Pupil Premium.</p> <p>We have also had 4 students completing the Lexonik Leap programme, 1 of which is a Pupil Premium student.</p> <p>This intervention is supported by the research evidence by the EEF teaching and learning toolkit:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <table><tr><td></td><td><b>Year 9</b></td></tr><tr><td><b>Average Reading age gain (months)</b></td><td><b>67</b></td></tr></table> <p>Student quotes:</p> <p>"Lexonik was very educational"</p> <p>"Lexonik is fun and I learnt a lot"</p> <p>"I found Lexonik very informative"</p>		<b>Year 9</b>	<b>Average Reading age gain (months)</b>	<b>67</b>
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<b>Average Reading age gain (months)</b>	<b>67</b>				

	"Lexonik has been very useful in my other subjects"													
<p>Lexia: Our Inclusion department has purchased Lexia, an online intervention which is a focused, comprehensive and a confident learning approach to literacy.</p> <p>We have two levels:</p> <p>Lexia Core 5 – Pupils in reception to year 5</p> <p>Lexia Power Up – pupils in years 6 – 12</p> <p>Both accelerate the development of literacy skills for students of all abilities.</p>	<p>We use Lexia during study group sessions and during morning interventions, during tutor time.</p> <p>This intervention is supported by the research evidence by the EEF teaching and learning toolkit:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p><b>KS3/KS4 Progress Data sample Summer Term 2022</b></p> <table border="1"> <thead> <tr> <th>Student</th><th>Pre-test/Auto placement</th><th>Progress to date: June 2022</th></tr> </thead> <tbody> <tr> <td>Student A Comprehension</td><td>Foundation Level 5</td><td>Intermediate Level 7</td></tr> <tr> <td>Student B Work Study</td><td>Foundation Level 5</td><td>Intermediate Level 8</td></tr> <tr> <td>Student C Grammar</td><td>Foundation Level 1</td><td>Foundation Level 2</td></tr> </tbody> </table>	Student	Pre-test/Auto placement	Progress to date: June 2022	Student A Comprehension	Foundation Level 5	Intermediate Level 7	Student B Work Study	Foundation Level 5	Intermediate Level 8	Student C Grammar	Foundation Level 1	Foundation Level 2	2
Student	Pre-test/Auto placement	Progress to date: June 2022												
Student A Comprehension	Foundation Level 5	Intermediate Level 7												
Student B Work Study	Foundation Level 5	Intermediate Level 8												
Student C Grammar	Foundation Level 1	Foundation Level 2												
<p>Post 16 transition</p> <p>Recognising that students may require additional direction and support in making the transition to post 16, we provide additional support and guidance to them, with the aim of ensuring that all</p>	<p>Outcomes:</p> <p>All PP students made appropriate applications and received an offer from post-16 courses.</p>	1,2,3												



<p>our PP students have the right pathways on from school. PP students are seen by our careers counsellor at an optimum time in Year 10. Most of them are seen again in Year 11. All are provided with action plans which are made in partnership with the counsellor. Many are given additional one-to-one support when making their post-16 applications. The most vulnerable students (many of whom are in receipt of PP funding) are referred to an STA (Senior Transition Advisor) for additional support into post-16 courses.</p>		
<p>Music lessons: This allows student to participate in music GCSE, to develop their musical skills and to improve their engagement with the curriculum. The cost of private music lessons is covered subject to the student engaging with them. More opportunities are open next academic year with group instrumental lessons (including free instrument hire).</p>	<p>Nine students have received pupil premium funding this year; Two in year 7, 2 in year 9, three in year 10 and two in year 11</p> <p>Although more time would be needed to make significant musical improvements, noticeable improvements have been noted in each student in several ways:</p> <ul style="list-style-type: none"> <li>• All students have enjoyed their lessons. Lessons have encouraged students to practice regularly in-between lessons, which has allowed them to develop discipline and creativity.</li> <li>• Instrumental and vocal skills and techniques have noticeably improved.</li> <li>• Students have developed other skills within the musical curriculum including solo and ensemble performing, composing, and listening.</li> <li>• Students have gained confidence in performing and general musical understanding including note reading.</li> <li>• Many of the students (especially singing and piano students) have benefitted from the lessons, helping them to express themselves and improve their well-being.</li> <li>• All students have displayed excellent behaviour in instrumental/vocal lessons, despite some being particularly poorly behaved around school.</li> </ul>	<p>2</p>

	<ul style="list-style-type: none"> <li>Lessons have helped GCSE students with their coursework and these students have made progress particularly in their performances. skills.</li> <li>Some students have gained the confidence to take part in the musical and others are keen to take part in the Arts Festival next year.</li> </ul> <p>Detailed case studies are available on request.</p>	
<p>Study support groups KS3 (key stage 3): This provides extra English and Maths input for targeted students, many of whom are PP. Students gain more confidence with literacy and numeracy, thus enabling to access the curriculum better.</p> <p>Study support sessions at KS3 are groups of 4-6 students who receive support with their literacy and numeracy during times when other students attend MFL (modern foreign languages). Students are selected based on reading and spelling scores. In year 7, 7 students of study support students were PP, 6 in year 8 and 9 in year 9.</p>	<p>Within the small groups, students are supported by an HLTA. Year 7s work through a Phonics program, consisting of 6 sub-sections, each with a pre- and post-test. Bespoke programs of literacy are designed for year 8s and 9s to address gaps in their literacy using programs such as Wordshark, Lexia. Again, progress is tracked using a series of pre- and post-tests for each unit. We are examining ways of meaningfully quantifying the impact of this intervention for next year.</p> <p>This intervention is supported by the research evidence by the EEF teaching and learning toolkit:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>Lexonik and Lexonik Level 2 is being run with KS3 study groups. Each intervention has a pre and post test to track improvement. Lexonik Level 3/4 will run with these students when they move into KS4.</p> <p>Published research base:  This intervention is supported by the research evidence by the EEF teaching and learning toolkit:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	2
Hub support, one to one support for students unable to access the full curriculum. This may include cooking, further literacy support, homework and curriculum support.	Case studies available on request.	1,2
After school revision sessions	These are for year 10 and 11 students and prepare them for their GCSEs. 386 hours of sessions were attended by PP students last year. Although difficult to draw exact lines of cause and effect the PP attainment gap	2

	remained constant compared to previous years where exams were sat despite the pandemic.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 33,633

Activity	Evidence that supports this approach						Challenge number (s) addressed
Texts home	Whole school						1,3
	Groups	2019 - 2020 Pupil premium students %	2019 - 2020 Pupil premium students % Difference from previous year	2020 - 2021 Pupil premium students %	2020 - 2021 Pupil premium students % Difference from previous year	2021 - 2022 Pupil premium students % Difference from previous year	
	All Years	88.07	-1.67	81.4	-6.67	79.8	-1.6
	Year 7	89.75	-3.68	90.82	1.07	88.1	-2.72
	Year 8	91.24	-0.14	84.36	-6.88	85.3	0.94
	Year 9	87.21	-2.75	85.4	-1.81	78.3	-7.1
	Year 10	87.58	1.05	81.88	-5.7	79.6	-2.28
	Year 11	84.58	-2.83	64.54	-20.04	67.5	2.96
	Girls						
	Groups	2019 - 2020 Pupil premium students %	2019 - 2020 Pupil premium students % Difference from	2020 - 2021 Pupil premium students %	2020 - 2021 Pupil premium students % Difference from	2021 - 2022 Pupil premium students % Difference from	

			previous year		previous year		previous year
	All Years	<b>87.47</b>	<b>-2.68</b>	<b>83.39</b>	<b>-4.08</b>	<b>80.7</b>	<b>-2.69</b>
	Year 7	<b>91.8</b>	<b>-2.77</b>	<b>91.26</b>	<b>-0.54</b>	<b>86.2</b>	<b>-5.06</b>
	Year 8	<b>92.51</b>	<b>-1.98</b>	<b>84.51</b>	<b>-8</b>	<b>85.2</b>	<b>0.69</b>
	Year 9	<b>88.02</b>	<b>-4.96</b>	<b>89.76</b>	<b>1.74</b>	<b>81.6</b>	<b>-8.16</b>
	Year 10	<b>86.43</b>	<b>4.05</b>	<b>88.92</b>	<b>2.49</b>	<b>83.8</b>	<b>-5.15</b>
	Year 11	<b>78.58</b>	<b>-7.73</b>	<b>62.51</b>	<b>-16.07</b>	<b>66.5</b>	<b>3.99</b>
	Boys						
	Groups	2019 - 2020 Pupil premium students %	2019 - 2020 Pupil premium students % Difference from previous year	2020 - 2021 Pupil premium students %	2020 - 2021 Pupil premium students % Difference from previous year	2021 - 2022 Pupil premium students %	2021 - 2022 Pupil premium students % Difference from previous year
	All Years	<b>89</b>	<b>-1.02</b>	<b>79.28</b>	<b>-9.72</b>	<b>79.2</b>	<b>-0.08</b>
	Year 7	<b>87.47</b>	<b>-4.76</b>	<b>90.2</b>	<b>2.73</b>	<b>89.6</b>	<b>-0.6</b>
	Year 8	<b>89.55</b>	<b>0.34</b>	<b>84.23</b>	<b>-5.32</b>	<b>85.4</b>	<b>1.17</b>
	Year 9	<b>86.63</b>	<b>-0.02</b>	<b>77.97</b>	<b>-8.66</b>	<b>74.6</b>	<b>-3.37</b>
	Year 10	<b>88.91</b>	<b>-4.69</b>	<b>77.2</b>	<b>-11.71</b>	<b>73.4</b>	<b>-3.8</b>
	Year 11	<b>92.5</b>	<b>4.05</b>	<b>66.78</b>	<b>-25.72</b>	<b>72.8</b>	<b>6.02</b>
	We have found that this intervention was more effective pre-covid than during the pandemic.						
	Targeted Attendance interventions: Attendance officer to work with families of key PP students where attendance has been historically low. This will build positive relationships with the families and ensure strategies and interventions are applied more consistently to the family as a whole.						
	Case studies available on request.						1, 3

<p>Bus tickets (for special cases):</p> <p>To allow students who live some distance away who struggle to get in a regular means of access to school. We will review these on a case-by-case basis and offer for a limited time. If the provision of a bus ticket is proving ineffectual, we will stop the funding.</p>	<p>This proved effective in previous years for getting certain students into school at key times. Case studies available on request. For the last year no such provision was made.</p>	1
<p>subsidising trips:</p> <p>Subsidising essential school trips (e.g. the GCSE Geography field trip and Art trips) ensures students are not disadvantaged in their learning. This also helps enrich and broaden their experiences of life. We have also started to subsidise trips that are not essential, but form an important part of our school life, such as the year 8 residential. Letters home about the trip offer subsidies to support payment.</p>	<p>Trip places were subsidised for trips such as Bletchley Park, an Inspector Calls theatre trip, and the Year 8 residential.</p>	2,3
<p>Parents evening booking system:</p> <p>Allows targeting of parents not planning on coming on evenings. The booking system is advertised to all parents through in touch, with PP parents given preferential booking slots. Those who do not sign up are called by tutors, attendance is tracked year on year and reported on.</p>	<p>During Covid we moved to completely online parents evenings. These allowed parents evenings to go ahead, but were less well attended than normal parents evenings. Despite this some parents thought they were wonderful and we had extensive positive feedback, as well as increased attendance particularly around PP students. These parents evenings were facilitated through the same online system as parents evening bookings had been. A clear focus for us this year is to raise overall parents evening attendance and especially PP parent's evening attendance. It is noticeable that the gap in PP/nPP attendance did not change over the lockdown and that the intervention that most made an impact was contacting PP parents in advance of the parents evening by phone call, figures evidencing this can be found in the review below.</p>	1, 3
<p>Pastoral support:</p> <p>This provides support for students with emotional and</p>	<p>To demonstrate impact, we include some case studies, which are available on request.</p>	1,3

<p>well-being issues. Vulnerable PP students with emotional and well-being issues in previous years have been supported back into education with improvements in attendance and attainment. Regular assessment points, pastoral meetings and safeguarding meetings ensure attendance, behaviour and progress is tracked and monitored and appropriate interventions applied.</p>	<p>Referrals are one the key functions of the pastoral team. We have made several this year which have had some positive outcomes for the students.</p> <p>A student was presenting at the office with a variety of physical complaints: aches and pains and feeling unwell. We realised that this was a result of anxiety and student was referred to counselling sessions. There were no visits to the office during this time and student has been given strategies to deal with anxiety and stress.</p> <p>A student was becoming a school-refuser following a major disagreement in their friendship group. There was an unsuccessful attempt to move them to another school, so support was put in place. They are now attending on an IEAP and work in our Inclusion Unit.</p> <p>A student joined halfway a year. They struggled to settle in. An adapted timetable has been produced and structured support in place to enable the student to catch up with missed topics. They are engaging well and making progress.</p>	
<p>Computer provision during lockdown/quality and monitoring of remote provision. Students cannot access online/remotely learning without access to the internet or a device to do this. This continues for 22/23. Although increasingly we offer this to ensure access to learning remotely having learnt the value of such provision during Covid.</p>	<p>We have offered laptops to 21 PP students who said they didn't have laptops this year. All have been offered laptops. Parents of 12 students have collected the laptops.</p>	1,2,3
<p>The PRIDE pledge, a system designed to raise the engagement of students with school and recognise non-academic achievement. Although available for all students, we specifically target PP students and seek to encourage their engagement. Students are recognised with rewards and award evenings, to which parents are invited.</p>	<p>The PRIDE pledge was set up to be inclusive, so all of the pledges are attainable by students. On the initial analysis from 6<sup>th</sup> January 2022 (after 1 term) the PP engagement was at 49.8%. After a targeted focus and use of computer rooms in school during registration, this has now increased to 63.3% at Easter. When broken down further to the PP students in years 7-10 this further increased to 66.5%, which still included several school refusers and other non-engaged students for various reasons.</p>	1,2,3

**Total budgeted cost: £203,072**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Targets from the Pupil Premium plan for 2021-22:

	Intended outcome	Success criteria
A	Pupil premium attendance to improve	Attendance for PP (pupil premium) students as a whole to be at least 93% (last year PP attendance was at 86%); reduction in PP students in PA category.
B	PP students to achieve in line with other students of a similar entry level	GCSE (General certificate of secondary education) results and anticipated grades of students at each reporting point shows PP students performing at least in line with other students of a similar academic ability.
C	Parents engage with PP students' learning as much as nPP parents engage with students' learning.	Attendance of parents of PP students at parents' evenings shows an improvement on previous year's attendance figures. Use of the parental online access system (measured by % sign up) improves on previous years

#### Outcomes of A:

PP attendance is 82.8%, nPP attendance is 92.6%. This is lower than last year. The gap between PP and nPP is similar to last year (around a 9% gap).

#### Outcomes of B:

Overall, PP students are doing better at Netherhall School. Their attainment has climbed (this table shows average anticipated minus target in years 7-9 versus target for the last 3 years I whole grades, I use this measure of attainment as it is most inclusive metric of all aspects of a cohort's attainment):

2019/20	2020/21	2021/22
-0.36	-0.02	+0.11

However, the nPP students have done even better (PP/nPP gap in outcomes versus target in years 7-9 measured in whole grades):

PP/nPP ap1 Nov 2019	PP/nPP ap1 2020	PP/nPP gap ap1 2021
-0.2	-0.4	-0.5

For year 11, when comparing the PP/nPP gap in attainment<sup>8</sup> versus target for the last 4 years at GCSE, we see that the gap has narrowed in attainment relative to target during the TAG (teacher assessed grades) and CAG (centre-assessed grades) period, however although slightly increasing for the most recent set of GCSEs, it has not gone back to the long-term trend:



2018/19	2019/20	2020/21	2021/22
-7.97	-5.23	-3.03	-4.19

In conclusion, PP outcomes are getting better. However, nPP outcomes continue to be very strong, so the gap is growing at KS3, at KS4 the gap appears to be present but not growing.

Why might this be?

KS4 outcomes were always unusually strong at Netherhall school. This suggests that the curriculum has been effective at realising good results from students. KS3 outcomes were historically weaker, this suggests that the curriculum was not as good at getting the best out of students. As the curriculum at KS3 has improved students have attained better, with the students best able to take advantage of the new curriculum (nPP) those who have improved the most, thus despite a better absolute outcome the gap increases. The improvements to curriculum outweigh interventions, as curriculum changes happen to all pupils. At KS4, the curriculum has been of a high standard for a long time, improvements here are less significant and so interventions outweigh curriculum change and the gap narrows.

### **Outcomes of C:**

#### **Parents evening**

We have trialled directly inviting target students (who are disproportionately PP) to parents evening.

This has now been done with all year groups. The results are encouraging:

Year	Average Attendance (%)	Average PP/nPP gap (%)
2021-22	68	18
2020-21	65	30
2019-20	75	24
2018-19	74	25

I am exploring a second round of invites closer to the event for next year, this was trialled with year 8, where it seemed to have an effect in increasing PP attendance.

### **PRA usage (parental remote access)**

Here we can see the number of PP students with 0 PRA users/total number of PP students.

#### **Y11**

<b>Y11 2018 0 PRA</b>	<b>Y11 2019 0 PRA</b>	<b>Y11 2020 0 PRA</b>	<b>Y11 2021 0 PRA</b>	<b>Y11 2022 0 PRA</b>
12/39	9/34	1/36	1/24	1/38

#### **Overall**

<b>2019/20 0 PRA</b>	<b>2020/21 0 PRA</b>	<b>2021/22 0 PRA</b>
45/190	28/207	28/234

PRA usage is climbing sharply and by year 11 almost all students have at least one parent registered.

### **Use of PRA system**

In October:

Assessment DPG page usage (on any given subject) was 146 parents, out of 386 who have logged into the system since September 10th, so an average of 193 per month.

Combined, 113.5 parents have engaged with the DPGs (departmental progress grids) on a monthly basis, with 233.5 parents logging into the systems.

In January:

576 parents have signed into the system in the past month.

168 separate parents have looked on an individual subject's DPG page in the past month through ALIS.

In July:

598 parents have signed into the system in the past month.

183 separate parents have looked on an individual subject's DPG page in the past month through ALIS.

So, there has been a marked increase in logins, but not as steep an increase in DPG page access.