Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	957
Proportion (%) of pupil premium eligible pupils	26
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing body
Pupil premium lead	Tom Hunter
Governor / Trustee lead	Peter Monteath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,330
Recovery premium funding allocation this academic year	£65,688
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£312,018

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 78%); 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: £ 249,600

Activity	Evidence that supports this approach	Challenge number
Star group: This provision is provided to 10-12 students in Year 7 (50% PP) and from this year, Year 9 (62% 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.	Students in the group make excellent progress: On average all students have progressed from working below their expected target levels in terms to working at their expected levels across a range of their subjects. 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 9 also.	2
English interventions and curriculum changes from last year, which will continue in this year: **1. Curriculum changes with the review and development of KS3 schemes and DPGs**	KS3 assessment point (AP) data analysis completed at the start of the Spring term (January), and Summer term (May) by staff. The Summer analysis revealed improvements in residuals for PP students between these dates for all KS3 groups. In years 7 (by 1.91) year 8 (by 0.14) and year 9 (by 0.09). Data fed-back to department and linked to intervention discussion moving forward. Potential gaps in understanding of the wider world addressed with SOL such as 'Diverse Short Stories' in Year 8 and Identity poetry in Year 7. Review of diversity resulted in increased diversity of resource material and learning topics to reflect student identity. Pupil voice (summer 2023) will assess the impact of this and compare to PV 2022.	2

2. Contact home and targeting of PP students for Year 11 revision sessions	Google sheet used to track students' progress reviewed termly in department meetings (see HOF department meeting minutes). Outcome for KS3 data has shown improvements. KS4 will be evidenced by improved GCSE mock (yr 10) and (yr 11) final results.	
4. **Revision guides**	PP students loaned Literature texts and additionally department revision guides for GCSE courses.	
5. Analysis conducted to target support and interventions	Year 11 revision sessions ran from February until May this year and included a range of teaching to suit the cross-section of abilities in the PP cohort. Attendance at these sessions is registered for PP students. Improved GCSE English Language and Literature results (for those who attended) will support this approach.	
6. PP (and SEND) teacher interventions tracked and reviewed termly by staff (Google Sheet) from last academic year	PP (and SEND) intervention tracker used and updated termly to share intervention strategies for those students who have a negative residual. Already showing improvements in data analysis (see 1. above).	
7. Student voice used to develop schemes of work, particularly focussing on PP feedback	Student voice feedback disseminated to department via faculty meeting. Document shared with co-second in department to reference in creation of updated SOLs.	
8. Book buzz scheme	'Book Buzz' scheme ensures all PP students receive a free copy of a reading book. As a result of this, all students in Year 7 are able to start English lessons with silent reading. In addition to this, World Book Day vouchers provided an additional free book to all Year 7 PP students. Outcome: all students have access to reading material which will improve their literacy.	

Mathematics interventions:

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.

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.

The Sparx homework platform was rolled out. This allows pupils to develop fluency in areas being covered in lessons, as well as review topics covered in the year. The algorithm on 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.

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:

Ensuring teachers have read their SEND documents and that recommendations from these are in place

Seating in a place where they can be checked on and make progress (where possible at KS4)

The percentage of PP students achieving on or above their target was 52%. This is down from 61% last year but consistent with 55% in 2021 and 53% in 2020.

The percentage of PP students achieving a grade 4 or above was 55% in 2023 this was down from 66% in 2022, but close to the 58% that was achieved in 2019 pre-covid.

However, the average progress score of PP pupils dropped from -0.47 in 2022 to -0.57.

However, there were six PP students who had a significant impact on the data, not showing up for all the exams or having very low attendance across the year.

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.

SEND pupils in Y11 achieved slightly better than the previous academic year, with a progress score of -0.47 but his too was impacted by the results of three students who had very low attendance.
Published evidence base:

The Sparx platform is having a significant effect on our PP pupils tracking them lower down the school shows that they are making good progress and for the most part getting a positive residual.

2022-2023	All (Ant-tar residual)	PP (Ant-tar residual)	nPP (Ant-tar residual)
7	0.56	0.38	0.72
8	0.58	0.44	0.69
9	0.22	-0.29	0.42
10	0.26	0.13	0.37

Published evidence base:

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

Contact home

A large proportion of these students were also PP. | 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.

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.

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) | |

Maths, development of a mastery curriculum and other curricula to support students.	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	2

	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.	
Science Science have supported pupil premium students with discounted revision packs which include revision guides, workbooks, and practice exam paper packs for each of the scientific disciplines depending on the tier and route each pupil premium is entered for. PP students were also actively encouraged to attend all Wednesday revision sessions alongside priority bookings for parents' evenings. Further to this we increased at technology offering in the classroom with use of visualisers, new interactive smart boards and access to the Science exclusive chrome cart trolley. This has increased capacity for pupil premium students while in school to have access to a wide of computer-based resources in the classroom to inspire and stretch their learning. Ongoing CPD training for staff on science capital has also improved our ability to contextualise Science for our PP students and enlighten them to the Science happening in their local communities and lives which they may have not been privy to in the past.	The accumulative impact of these have showed an average point score increase of pupil premium students of +0.41 through results achieved in 2022 via data generated through FFT Aspire.	2

Business and Economics; To support literacy every classroom displays the expected writing frames for exam answers. Students can see the PEAL structure for paragraphs as well as the three AOs, assessment objectives, that they need to include in extended writing. To support students with exam practice, the Google Classroom, for business and economics includes all the past papers and mark schemes as well as a specific Revision folder. Our aim is to increase the accessibility to these support materials, at home and in the classroom.	Focus group students (SEN, PP, EAL) did not perform as well as the class average in the 2023 GCSEs. However, the smallest gap in attainment was with the PP cohort, a 4.7% deviation from the whole class performance.	2

Arts Adapting resources is a current focus for the ARTs, discussions through faculty and department meeting, reviewing resources to meet the needs of all students. KS3, KS4 & KS5 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 assessment criteria in the ARTs is being reviewed & adapted to give all students the opportunity to achieve in the subjects.	A review to close the gap saw adding 'take up time', to deliver, make, review & re-fine work over 2 lessons. Building in step-by-step resources and word banks to support visual and written language and understanding of new processes. DRAMA: In the Coriolanus module the SoW was rewritten to teach students the skills needed to work together. **Impact** Greater engagement and understanding evident through lessons, building, and maintaining a positive score through data. PP students were outperforming nPP students when compared with target grades by 0.2 of a grade. DRAMA: PP students outcomes improved from -0.43 against target for this module be- fore rewriting to +0.32 KS3 assessment data show that the PP students are now performing close (yellow) on (green), or above (blue). The summer data shows all ARTs subjects maintaining strong results for PP students. Following COVID this tracking has identified negative data earlier in the year and a confidence in all students in the summer term, because of the curriculum delivery over the year.	2

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.	**Evidence:** The rich and varied program of opportunities offered through the year within the ARTs sees a great number of students participation. **Impact:** 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.	
Humanities 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 with home is consistently applied. KS3 and KS4 Schemes of work have been reviewed in the past 3 years with the aim of making them more inclusive and engaging for all students (This has been and continues to be a Faculty improvement plan priority). The KS3 conceptual curriculum is in the 3rd 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; a front-footed approach to developing students' technical vocabulary and oracy strategy (led by Mr Abbas); a more varied approach to homework setting and assessment; student voice fully integrated into the assessment cycle and new frameworks for students to monitor their own progress across all years at KS3. All schemes of work have been reviewed, amended and replaced following these principles for curriculum reform. Only in Geography do some SoW at KS3 still need to be updated. This is due to changes to the conceptual focus for Geography in 2022-23 to bring its curriculum in line with the latest Geographical Association recommendations for best practice at KS3.	The results for PP students continue to improve significantly: there is no gap in GCSE performance between PP and mainstream cohort students in History, Geography and RE. KS3 assessment data shows that PP students' performance is congruent with the mainstream cohort of students in History, Geography and RE with a tendency for PP students to be producing grades in formal students at the lower end (grades 3-5) of attainment, but still in line with individual student expectations and with some students performing on average at the higher level (grades 6–9).	2

A faculty-wide focus on the intentional use of data to address specific learning needs was a FIP priority for the Humanities faculty for 2022- 23 after being highlighted as a particular area for development by a Trust review (March 2022) and SLT QA (July 2022). This will continue to be a FIP priority in 2023-24 to ensure consolidation of the of the faculty's advances in ensuring progression through Key Stages of all students. An expansion of residential visits at KS3 and KS4 to support student learning is planned for the 2023-24 academic year, to be costed and subsidised to ensure that PP students can attend these for the enhancement of their learning. This will build on the positive outcomes of the Year 10 History York Visit in July 2022 and the Year 11 Geography coursework visits both of which have contributed significantly to enhanced performance at GCSE for PP students.		

		2
MFL PP pupils in MFL are supported in the following ways: Learning mats with useful vocab and structures for the lesson are provided. The study of authentic texts, projects linked to French and German speaking countries, the watching of films give the PP pupils insight into the cultural lives in the countries of the languages we study. This is something we are continuing to develop, and we hope to see positive outcomes as pupils move through the school. Where our curriculum/the GCSE curriculum encompasses scenarios outside the experience of pupils we have resources and vocabulary prompts to help pupils understand context. In KS3 our homework policy is mindful of the home circumstances of some pupils and is set with the purpose of extending and broadening experience in Languages and inability to complete it does not impede progress. Support classes are offered for help with work.	These measures along with the hard work of the pupils themselves have allowed PP pupils to achieve at levels commensurate with others in their year group with 58% at KS4 meeting or exceeding their targets.	
PE PE Students and families that have financial constraints are supported with 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. 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. All yr 10 PP students receive personalised feedback and RAG's following the mock exams and are set personalised summer work based on areas they had struggled with in previous assessments. Parental contact made to also make them aware of the feedback. 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 have been	Incidents of students arriving without kit has decreased and participation within lessons 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. The results for PP students showed an ongoing positive trend until 2023. 2023 results had our smallest cohort of PP students. For both GCSE & CNAT support put in place for students, including catch up sessions, targeted revision session and home contact. For CNAT two PP students had extremely low attendance rates which impacted their ability to complete all coursework to the highest standard.	2

adapted to give all students the opportunity to achieve in the subject in 2023 and new DPG's have will be implemented in Sept. 2023 to support the progress of all students.

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.

GCSE

	2022	2022	2023
Act-target	-1	+1.4	-2

CNAT

	2021	2022	2023
Act-target	+0.2	0	-0.75

A level

	2022	2023
Act-target	0	0

Core PE

	2022	2023
Act-target	-0.35	-0.35

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.

Digital Futures

Computer Science and Media has supported pupil premium students with discounted prices for educational visits when asked.

Future adaptions
As a new Faculty we are planning to support PP students with discounted revision books for KS4 Computer Science to ensure all students have access to the same resources.

Continue to offer support to PP pupils so they can experience visits they may not otherwise have access to. To encourage enjoyment of the subject.

We intend to focus on identified underachieving PP students in September and put in place measures to support them once discussions with new staff have been able to take place.

Year 7 students have been able to visit the Computer Museum at Bletchley Park and Year 10 to visit Harry Potter World as part of the learning experience.

2

Budgeted cost: £43,328

Activity	Evidence that supports this approach	Challenge number
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. 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).	Outcomes: 83.3% of Year 7 students felt confident about starting school (Year 7 questionnaire – Dec 2022) 93.1% of Year 7 students felt happy at school (Year 7 questionnaire – Dec 2022) 95.8% of Year 7 students felt they made progress in their first term (Year 7 questionnaire – Dec 2022)	1,2,3
Lexonik: 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 abilities. We also have programme suitable for EAL (English as an additional language) and SEND learners which we can run called Lexonik Leap.	Those who have participated in the Lexonik programme (an intervention designed to retrain the basics of reading to secondary school students) have significantly improved their reading ages and the results have been amazing. We also wanted to see the impact/change on those students who participated in the Lexonik programme after 6 months to see how much of the strategies and techniques etc. were still	2

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 assesses the 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.

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.

	KS3
Average Reading age gain (months)	58

During 2022-2023, we have had 15 groups across KS3 complete the Lexonik Advance programme. All students but one, within these groups are Pupil Premium.

This intervention is supported by the research evidence by the EEF teaching and learning toolkit:

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/

Student quotes:
"Lexonik was very educational" "Lexonik is fun and I learnt a lot"
"I found Lexonik very informative"
"Lexonik has been very useful in my other subjects"

Lexia Our Inclusion department has purchased Lexia, an online intervention which is a focused, comprehensive and a confident learning approach to literacy. We have two levels: Lexia Core 5 – Pupils in reception to year 5 Lexia Power Up – pupils in years 6 – 12 Both accelerate the development of literacy skills for students of all abilities.	We use Lexia during study group sessions and during morning interventions, and during tutor time. This intervention is supported by the research evidence by the EEF teaching and learning toolkit: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ ***KS3/KS4 Progress Data sample Summer Term 2023***	2

Student	Pre test	progress
A	Level 8	Level 14
B	Level 7	Level 10
C	Level 1	Level 2

Post 16 transition 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 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. This year we have increased the hours of our careers guidance advisor to 2 days per week. This will ensure all PP and other	**Outcomes:** All PP students made appropriate applications and received an offer from post-16 courses.	1,2,3

vulnerable students will be seen at least twice before they make their applications in Year 11.		
Music lessons: This allows students 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.	Eight students have received pupil premium funding this year. Although more time would be needed to make significant musical improvements, noticeable improvements have been noted in each student in several ways: 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. Instrumental and vocal skills and techniques have noticeably improved. Students have developed other skills within the musical curriculum including solo and ensemble performing, composing, and listening. Students have gained confidence in performing and general musical understanding including note reading. Many of the students (especially singing and piano students) have benefitted from the lessons, helping them to express themselves and improve their wellbeing. All students have displayed excellent behaviour in instrumental/vocal lessons, despite some being particularly poorly behaved around school. Lessons have helped GCSE students with their coursework and these students have made progress particularly in their performance skills. 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. Detailed case studies are available on request.	2

Study support groups (KS3): 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. 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, 15 in year 8 and 2 in year 9.	Within the small groups, students are supported by an HLTA/Level 3. Year 7s work through a spelling toolkit programme with a pre- and post-test every lesson. Bespoke programs of literacy are designed for year 8s and 9s to address gaps in their literacy using programs such as 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. This intervention is supported by the research evidence by the EEF teaching and learning toolkit: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ 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. Published research base: This intervention is supported by the research evidence by the EEF teaching and learning toolkit: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	2
Hub support One to one support for students unable to access the full curriculum. This may include cooking (Cookwell/Bakewell), further literacy support, the Dog Mentor Programme, 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. 233 hours of sessions were attended by PP students last year. Although difficult to draw exact lines of cause and effect, the PP attainment gap shrank compared to previous years where exams were sat despite the pandemic.	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £ 19,089

Targeted texts home	Whole School						1, 3

	Groups	2020 - 2021 PP %	Diff. from previous year	2021-2022 PP %	Diff. from previous year	2022-2023 PP %	Diff. from previous year	
	All Years	81.4	-6.67	79.8	-1.6	77.8	-2.02	
	Year 7	90.8	1.07	88.1	-2.72	84.5	-3.63	
	Year 8	84.4	-6.88	85.3	0.94	83.6	-1.72	
	Year 9	85.4	-1.81	78.3	-7.1	79.8	1.45	
	Year 10	81.9	-5.7	79.6	-2.28	74.9	-4.71	
	Year 11	64.5	-20.04	67.5	2.96	66.2	-1.29	

	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

| **Bus tickets (for special cases**):
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.	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.	1

| **Subsidising trips**:
Subsidising essential school trips (e.g. the GCSE	Trip places were subsidised for trips such as Bletchley Park, An Inspector Calls theatre trip, and the Year 8 residential.	2,3

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.		
Parents evening booking system: 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.	During Covid we moved to completely online parents' evenings. These allowed parents' evenings to go ahead, but were less well attended than parents' evenings normally are. 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.	1, 3
Pastoral support: This provides support for students with emotional and wellbeing 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.	To demonstrate impact, we retain some case studies, which are available on request.	1,3

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.	The PRIDE pledge was set up to be inclusive, so all the pledges are attainable by students. On the initial analysis from 6th January 2023 (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.	1,2,3

Total budgeted cost: £312,018

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 78%); 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 77.8%, nPP attendance is 89.5%. This is lower than last year. Attendance for both PP and nPP has dropped by approximately 2% when compared to last year.

Outcomes of B:

Overall, PP students are doing better at Netherhall School. Their attainment has climbed (this table shows average attainment in years 7-9 versus target for the last 4 years):

2019/20	2020/21	2021/22	2022/23
-0.36	-0.02	+0.11	+0.

For the first time since the pandemic, the pp/nPP gap has shrunk, since this does not form a trend, yet it should be treated cautiously:

PP/nPP ap1 Nov 2019	PP/nPP ap1 2020	PP/nPP gap ap1 2021	PP/nPP gap AP1 2022
-0.2	-0.4	-0.6	-0.1

For year 11 leavers, when comparing the PP/nPP gap in attainment versus target for the last 4 years we see that the gap has shrunk since the pandemic, but then become slightly worse:

2019/20	2020/21	2021/22	2022/23
-0.67	-0.30	-0.28	-0.39

A full discussion of why the pandemic may have actually benefitted lower ability students is available in

the exam analysis, with reasons centring mainly around the forms of assessment used during the teacher assessed grades and centre assessed grades period (TAGs and CAGs) and the temporary severing of the connection between attendance and outcomes.

In conclusion, PP outcomes seem to be consistently improving in KS3, and the gap may even be narrowing. At KS4 gaps have reduced from a long run average, but have not gone.

Outcomes of C:

Parents evening

We have trialled an even more proactive approach to PP parents this year, after the success of directly inviting target students (who are disproportionately PP) to parents evening. This seems to have had the effect of raising both PP and nPP parents. Parents evening attendance is now comparable to pre-pandemic levels.

Year	Average Attendance (%)	Average PP/nPP gap (%)
2022-23	74	19
2021-22	68	18
2020-21	65	30
2019-20	75	24

ALIS usage

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

Y11

Y11 2018 0 PRA	Y11 2019 0 PRA	Y11 2020 0 PRA	Y11 2021 0 PRA	Y11 2022 0 PRA	Y11 2023 0 ALIS
12/39	9/34	1/36	1/24	4/38	3/32

Overall

2019/20 0 PRA	2020/21 0 PRA	2021/22 0 PRA	2022/23 0 ALIS
45/190	28/207	43/235	

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

Use of PRA (parental remote access) system

Below I highlight comparisons between consecutive January's. I have chosen this month as it is not affected by new joiners or year 11 and year 13 leaving, nor is there a substantial holiday period during it. At the bottom I state the full year value for 2022-23, as this the first year that we have whole year figures.

In January 2022:

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 (Anglian Learning Intranet System).

In January 2023

1840 parents have signed into the system in the past month.

347 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 and increase in DPG page access.

Across the entire year there were 17763 logins, with 5442 separate views looking at a subject's DPG page.