

Pupil premium strategy statement – The Netherhall School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1018
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	This is the first year of a three-year plan
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Governing body
Pupil premium lead	Janay Fehr
Governor / Trustee lead	Peter Monteath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311 750
Pupil premium funding carried forward from previous years	£0

Part A: Pupil premium strategy plan

Statement of intent

At The Netherhall School, we believe that every student—regardless of background, need, or prior attainment—deserves to feel known, valued, and empowered to succeed. Our pupil premium strategy is built on a relational foundation: strong, trusting relationships with students and their families are the key to lasting educational impact.

We recognise that disadvantage can present complex, interconnected barriers to learning. Our strategy focuses on ensuring that disadvantaged pupils attend well, access an inclusive and ambitious curriculum, and benefit from personalised support both inside and beyond the classroom. We also understand that a partnership with families is essential, and we are committed to working with parents and carers; to co-create pathways to success for our learners.

We are committed to high expectations for all. By 2028, we aim for pupil premium students to achieve progress in line with their peers of similar prior attainment nationally, by narrowing the current gap of 17% to no more than 10% in attainment in 5+ English and Maths, for attendance among PP students to reach 93%, an increase of 10% from 2024/25 levels, and for parental engagement—measured by event attendance and online system usage—to improve from 47% to 65%. Our approach is evidence-informed, drawing on the Education Endowment Foundation (EEF) tiered model, and rooted in the belief that meaningful relationships are the most powerful driver of equity in education.

Challenges

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

Challenge number	Detail of challenge
1	Belonging and routine
2	Equity in classroom relationships and learning access
3	Trust-based home-school partnerships

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
Disadvantaged students feel a stronger sense of belonging and consistency in school life, reflected in improved attendance, participation, and well-being.	<ul style="list-style-type: none"> • Pupil Premium attendance improves to ≥ 96% overall. • Reduction in persistent absence among PP students from 45% to 25% • ≥ 80% of PP students report feeling safe, known, and connected at school (student voice survey). • Increase in extracurricular participation by PP students from 20% to 50%.
Disadvantaged students experience consistent, high-quality, inclusive teaching that supports their academic progress and recognises their individual needs.	<ul style="list-style-type: none"> • GCSE progress for PP students is at least in line with peers of similar prior attainment. • ≥ 85% of PP students demonstrate expected progress in core subjects by end of year. • QA and lesson observations show adaptive teaching and relational approaches as recommended by the faculty. Netherhall Mark in use. • Positive shift in PP student self-reported academic confidence and engagement (via surveys).
Strong, reciprocal relationships with families of disadvantaged pupils, leading to improved communication, trust, and joint support for learning.	<ul style="list-style-type: none"> • ≥ 75% of PP families attend at least one key event (e.g. parents' evening, Arts Festival, Evening of Dance). • 100% of PP families are personally contacted by a key adult at least twice a year. • ≥ 75% of PP families are actively using ALIS (BROMCOM) system. • ≥ 80% of PP parents report that school communication is supportive and easy to engage with (via surveys).

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £205 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum reviews: Curriculum designed to reflect diverse lived experiences and reduce cultural barriers; increases accessibility and identity-affirmation for PP students.	EEF: Metacognition and curriculum adaptation are high impact. Representation and coherence increase engagement and knowledge retention.	2
SPARX (core subjects): Builds fluency and retrieval practice with adaptive tech; clubs offered to support those without access at home.	EEF: Homework and digital technology can be particularly effective when linked to in-class learning and access barriers are removed.	2, 1
Termly PP Progress Reviews (All Faculties) Systematic review of PP student progress, interventions, and feedback strategies at each assessment point. Emphasises quality classroom teaching, staff ownership and reflection on relational access.	Embeds relational accountability. Supports data-informed teaching practice and early intervention.	2
Staff CPD: Adaptive Teaching & Relational Pedagogy Training on ordinarily available provision, the power of words and positive regard.	EEF highlights teacher quality as the greatest lever of progress. Relationally informed practice also reduces exclusions, anxiety, and behaviour issues.	2, 1
Relational Teaching Strategies Embedded in QA and Lesson Observations Includes prompts in observation templates around connection, warmth, feedback, and pupil inclusion. Used to track consistency of relational ethos across classrooms.	Reinforces expectations school-wide. Aligns with Ofsted's growing interest in climate and relationships as a proxy for inclusion.	2
Relational routines during tutor time Supports a calm, connected start to the day; improves emotional regulation and reduces pre-lesson anxiety.	Improves mood, attention, and classroom engagement. Particularly helpful for pupils with attachment or anxiety needs.	1

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

Budgeted cost: £70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonik and Lexia Targeted literacy interventions to accelerate decoding, vocabulary and reading fluency. Delivered in small, relationally consistent groups.	EEF: Reading comprehension strategies and phonics both are proven to improve reading ages of pupil. Internal data shows sustained reading age gains and impact on broader curriculum access.	2
Year 6–7 Transition Mentoring Information-sharing with primaries + structured early relationships via tutor groups and inclusion team. Ensures smooth transition and early emotional safety.	In previous years, 93% of students reported feeling happy at school by Term 1. This builds consistency, early trust and targeted support for PP with complex needs.	1, 3
Post-16 Pathways and Careers Mentoring PP students receive individual careers interviews, guided applications, and support for vulnerable cases. Emphasis on relational continuity.	In previous years, all PP students made post-16 applications and received offers. Destinations secured through ongoing adult relationships, not one-off advice.	2, 3
Instrumental Music Tuition (GCSE) Promotes discipline, creativity and access to curriculum through funded lessons. Builds confidence and expression, particularly in vulnerable students.	Positive impact noted on motivation, engagement, and coursework quality. Music builds identity and self-worth in students with low self-efficacy.	1, 2
After-School Revision Programme (Y10–11) Structured, teacher-led revision. Attendance and engagement monitored, with contact home for PP students.	EEF: Extended school time, metacognition and self-regulation strategies embedded in session design.	2, 3
Targeted 1:1 and Small Group Interventions (faculties + Arday) Ongoing subject-specific and Social, Emotional and Mental Health (SEMH) support for students needing personalised intervention. Includes cooking, Dog Mentor, homework support.	EEF: Behaviour interventions, individualised instruction. High relational consistency key to impact.	1, 2

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

Budgeted cost: £36 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Attendance Support (PP-focused) Form tutors, School Achievement Leaders (SAL's) and Attendance Officer build long-term, trusting relationships with PP families. Regular check-ins, proactive contact, and solution-focused approaches.	EEF: Parental engagement, mentoring. Strong adult-pupil-family links increase re-engagement.	1, 3
Pastoral Support & Wellbeing Pastoral, reboot and Arday teams provide emotional coaching, check-ins, mentoring and support. Case-managed via regular pastoral meetings.	Social and Emotional Literacy programmes, behaviour interventions, and a sense of emotional safety improve attendance, engagement and readiness to learn.	1, 3
Subsidised Trips & Residential (e.g. NEW, curriculum visits) PP parents request subsidies to enable students to experience enrichment, peer bonding, and curriculum relevance.	EEF: Enrichment helps develop non-cognitive skills. Internal data and case studies show improved motivation and engagement post-visit.	1, 3
Parent Engagement Systems (ALIS/BROMCOM, phone follow-up, targeted events) Faculties and pastoral teams will build trust and home-school alignment through early contact, simplified digital tools, and low-barrier events (e.g. parents' evening, Arts Festival, ALIS/BROMCOM). Form tutors and School Achievement Leaders will work with parents to ensure they can access systems. Teachers will provide personalised invitations to key events.	EEF: Parental involvement has positive impact when sustained.	3
Clothing and Equipment Support (incl. revision materials, subject specific supplies and PE kit loan) PP parents can request support which will ensure all students feel prepared, included, and confident in lessons, particularly in PE and practical subjects.	Students without kit often self-exclude. Staff loan systems reduce anxiety and increase participation. PP students with kit loan all now regularly take part.	1, 2
Digital & Homework Support (in-school drop-in sessions, clubs) The library will provide access to digital platforms and printing in	EEF: Homework has greater impact when resources are equitably available.	2

school hours. Ensures equity for PP learners with limited home access.		
Enrichment Program Varied enrichment programme led by staff during break time or afterschool. Attendance and engagement monitored, with contact home for PP students.	EEF: Enrichment helps develop non-cognitive skills.	1

Total budgeted cost: £311 750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024.25

Challenge 1: Pupil Premium Attendance

We set a target of 96% attendance for disadvantaged pupils. While we did not reach this figure, PP attendance rose to 86.3%, an improvement from 80.04% the year before. Persistent Absence (PA) remains a concern, but targeted interventions with high-need students, alongside proactive attendance officer work, began to show impact in the spring and summer terms.

Key points:

- Incremental improvement sustained for a third year
- Persistent Absence numbers stabilised but remain higher than national benchmarks
- Personalised contact and supportive plans were most effective, particularly when combined with pastoral mentoring and family partnership work

Challenge 2: PP Academic Outcomes

At KS3, internal data indicated that PP students **have a gap** with non-PP peers.

Year	Average PP Progress vs Target
2021/22	+0.11
2022/23	+0.07
2023/24	+0.10
2024/25	-0.26 **

The **PP/nPP gap at KS3 is at -0.26. In previous years, the data was reported after the first assessment point. We are moving to a system of reporting on the final assessment point in the year to ensure our results are based of summative assessment. This will be the common practice from this point forwards.

Year	GCSE PP Progress Gap vs Target
2020/21	-0.30

2021/22	-0.28
2022/23	-0.39
2023/24	-0.52
2024/25	-0.57

At KS4, outcomes were more mixed. GCSE results showed that the **progress gap widened** slightly again in 2024. This cohort faced unique challenges that provide important context for our overall results. Students experienced significant educational disruption during the pandemic, missing SATs assessments and managing extended periods of remote learning in Years 6 and 7. National trends show that all schools are seeing persistent gaps for disadvantaged students, post-pandemic. Our cohort included an increased proportion of Free School Meals students and an unusually high number of students with complex needs who joined us in Year 11, reflecting our school's commitment to inclusive education. Where attendance was sustained, PP outcomes were largely in line with prior attainment predictions. Students were supported this year to ensure that all attended the exams.

Key actions impacting outcomes:

- Continued roll-out of SPARX in Maths and Reading and introduction of SPARX in Science as well.
- BookBuzz and Lexonik implementation at KS3
- Subject-specific interventions and tracked faculty strategies showed best results where there was sustained contact and oversight

Challenge 3: Parental Engagement

We aimed to increase PP family participation in school events and improve home access to information systems (ALIS).

Parents' evening attendance:

- 47% of pupil premium parents attended parents evening this year.

ALIS usage:

- PP family sign-up rates this year was 40% compared to 43% of non-PP family sign up.

Summary

Overall, the school made solid progress toward its 2024–25 goals:

Attendance continues to improve incrementally but remains below the 93% target

Academic performance of disadvantaged pupils at KS3 has improved; KS4 results reflect wider structural barriers, including attendance and exam readiness

Parental engagement is improving year on year, with both events and digital systems showing increasing uptake among PP families