

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Nether Stowe School
Number of pupils in school	635
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	01/10/2021
Date on which it will be reviewed	04/09/2022
Statement authorised by	Mr G Langston-Jones
Pupil premium lead	Mr A Shaw
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,470
Recovery premium funding allocation this academic year	£28,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,000
<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	£ 226,890

# Part A: Pupil premium strategy plan

## Statement of intent

The ambition is for Nether Stowe school to provide an aspirational, outstanding and transformative learning experience for all.

We want everyone to be the best they can be.

To do so, we must be determined to address the effects of social disadvantage on academic and personal development in all areas of the school and as a strategic focus in all that we do.

## Challenges

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

Challenge number	Detail of challenge
1	To embed quality first teaching through high quality CPD
2	To provide highly-tailored intervention
3	To minimise barriers to achievement
4	To raise aspirations and broaden experiences

## 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
To embed quality first teaching through high quality CPD	<ul style="list-style-type: none"> <li>• Leaders ..... construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life</li> <li>• The Teaching &amp; Learning Framework consistently meets the needs of disadvantaged learners</li> <li>• Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.</li> </ul>
To provide highly-tailored intervention	<ul style="list-style-type: none"> <li>• The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.</li> <li>• Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic</li> </ul>
To minimise barriers to achievement	<ul style="list-style-type: none"> <li>• The achievement gap between disadvantage and non-disadvantaged pupils will continue to reduce</li> </ul>
To raise aspirations and broaden experiences	<ul style="list-style-type: none"> <li>• Pupils' confidence, resilience and knowledge is developed so that they can keep themselves mentally healthy</li> </ul>

## 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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Design and implement a whole school CPD schedule to support the development of teaching and learning	EEF Toolkit: Mastery Learning + 5 months EEF Toolkit: Meta Cognition & Self-Regulation +6 months	1, 3
Provide training to 'coaches'	EEF Toolkit: Mastery Learning + 5 months EEF Toolkit: Meta Cognition & Self-Regulation +6 months	1, 3
Design and implement a whole school assessment schedule	EEF Toolkit: Feedback + 6 months	1, 3
Produce a curriculum that is broad and balanced, allowing for pupils to achieve in both academic and vocational areas		2
Organise pupils into groups to maximise their attainment and progress (RADY)		1, 3

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Mentors develop and implement a reading programme	EEF Toolkit Reading & Comprehension Strategies +6 Months	2
Small group maths withdrawal groups	EEF Toolkit: Small group intervention + 4 Months	2

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

Budgeted cost: £66,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised trip for DA pupils	EEF Tool Kit: Arts Participation +6 months	4
Purchase of equipment for DA pupils		3
Purchase of uniform for DA pupils	EEF Tool Kit: School uniform +0	3
Purchase of study & revision guides		3
School based Enrichment activities	EEF Tool Kit: Arts Participation +6 months	4
Pastoral Mentoring	EEF Tool Kit: Behaviour Intervention + 4 months	3

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

**Context:**

COVID-19 restrictions had a clear impact on the work that could take place with disadvantaged pupils. Analysis of attendance and behaviour data is not comparative with previous years. Therefore, no formal conclusion as to the impact of strategies set last academic year can be drawn.

The school adopts key strategies from the RADY project. Teacher assessment evidence from last academic year shows a narrowing of the gap in almost all year groups when removing outlying pupils (where COVID-19 had a significant impact on them).

Mentors in both English and maths had an impact on key pupils especially during lockdown periods. This strategy will continue in both core subjects for this academic year.

### Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*