

Pupil Premium & Recovery Premium Funding 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	Nether Stowe School
Number of pupils in school	684
Proportion (%) of pupil premium eligible pupils	TBC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	09/09/2022
Date on which it will be reviewed	04/09/2023
Statement authorised by	Mr G Langston-Jones
Pupil premium lead	Mr A Shaw
Governor / Trustee lead	Mr A Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,050.35
Recovery premium funding allocation this academic year	TBC
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	TBC

Part A: Pupil premium strategy plan

Statement of intent

At Nether Stowe school, our aim is to inspire and empower our students to achieve. To fulfill this, we all have a duty to ensure that all students, regardless of background, circumstance or challenges they may face, have every opportunity for success.

We want to build a culture where all students are aspiring young people that believe in their own potential. A culture where we build students' self-esteem, so they become confident, assured young people ready to embark on their futures.

We will endeavour to build a culture whereby our most vulnerable students are not determined by a label or category and that we 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	<p><u>Addressing the impact of the pandemic and changes in economic circumstances</u></p> <p>The pandemic has impacted all students academically, emotionally, and economically; the DfE has stated that it has impacted disadvantaged students disproportionately. We face increasing levels of socio-economic struggle in the local community and as result must work to ensure our students feel safe with Safeguarding and wellbeing at our core focus, whilst also supporting our students to access and enjoy learning and improve academic attainment.</p>
2	<p><u>The Literacy Gap</u></p> <p>As the literacy gap widens, early GL assessment data indicates that we have more of our students arriving in year 7 with reading ages below national average. We also have an increasing number of pupils struggling with illegible handwriting. Finally, we are facing a 'word gap' whereby our disadvantaged students are further disadvantaged by their vocabulary. Through a whole school literacy strategy and targeted interventions, a priority is to increase reading ages and close the word gap.</p>
3	<p><u>Attendance and school engagement</u></p> <p>Whilst we have narrowed the participation gap, our disadvantaged students have lower level of attendance in comparison to their non-disadvantaged students. Parents of disadvantaged students engage with parents' evenings and school events less than their non-disadvantaged peers. A priority is to provide support for our students and their parents to improve attendance and engagement.</p>
4	<p><u>Enrichment</u></p> <p>Many of our students have not had access to wider life experiences that build their cultural capital. A priority is to create accessible but fulfilling experiences for our students and ensure our disadvantaged students engage with all opportunities.</p>
5	<p><u>Wellbeing</u></p> <p>We have seen increased levels of social and emotional issues for our pupils (evident through the number of students engaging with wellbeing support.) We have seen increased incidents of panic attacks and general anxiety and low self-esteem. This is driven by a large combination of factors, including, but not limited to concern about lost learning and future exams and the pressures of lockdown and the lack of enrichment opportunities that were available.</p>

6	<p><u>Knowledge retention and independent learning</u> A barrier to outcomes often comes from students when independently apply their learning, revise their topics, and retain their knowledge. To build on and develop the current work on metacognition and independent study skills, especially when faced by challenging tasks.</p>
7	<p><u>Resilience and aspirations</u> To continue to build on resilience through teaching and learning, high expectations and repeated practice to encourage our students to rise to challenges. We must raise aspirations for our students to improve self-esteem and raise their aspirations for their future.</p>
8	<p><u>Continued development of Teaching and learning</u> As indicated in the EEF, high quality first teaching is at the forefront in support all students, especially our disadvantaged students. We must continue to build on the development of our teaching and learning through coaching and collaborative practices.</p>

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"> • 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 • The Teaching & Learning Framework consistently meets the needs of disadvantaged learners, as evidenced through improving outcomes. • Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.
To provide highly tailored intervention	<ul style="list-style-type: none"> • The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills. • Curriculum planning accounts for delays and gaps in learning that arise because of the pandemic • To support students in becoming confident and competent readers.
To minimise barriers to achievement	<ul style="list-style-type: none"> • The achievement gap between disadvantage and non-disadvantaged pupils will continue to reduce. • Attendance to school and participation in school life will continue to improve for all disadvantaged students. • Support to be provided to obtain equipment, uniform and IT for students in need.
To raise aspirations and broaden experiences	<ul style="list-style-type: none"> • Through participation, student voice and enrichment engagement we will see that student's confidence, resilience and knowledge is developed so that they can keep themselves mentally healthy

To continue to support students missing from education and those with persistent absence.	<ul style="list-style-type: none"> • The number of students with persistent absence will reduce. • Tailored programmes of support will be provided for students who are presented with barriers to attending school.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £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	<p>EEF guidance cites 'Quality first teaching' as the biggest lever for closing the attainment gap. With a focussed teaching and learning programme that creates a consistent approach across classrooms will be key to enhancing the learning of our disadvantaged students.</p> <p>Training staff to understand metacognition and how to reduce cognitive load will support retention and lasting learning.</p>	8,1, 6, 7
All staff to receive professional development coaching to support teaching and learning.	<p>To build mastery in teaching and learning staff will be provided with regular professional development meetings with a coach offering tailored support and feedback.</p> <p>This enables us to focus again on quality first teaching through collaborative learning approaches.</p>	1,8, 6, 7

Devise targeted teaching and learning strategies to support DA students.	Using the toolkit strands, implementing the key principals of intentional monitoring, individual instruction, and feedback the toolkit indicates high impact based on significant evidence.	1, 8, 6, 7
Design a whole school curriculum to build on learning and prior knowledge and to enhance the cultural capital of our students.	Following the pandemic, it is important that we refine our curriculums to ensure that gaps in knowledge are narrowed. Research shows that breaking down and refining our curriculums can benefit our most disadvantaged students.	1, 2, 4, 6, 8
Use the RADY approach to consider student targets.	RADY research shows that adjusting targets for students addresses disadvantage and establishes high expectations and aspirations for all.	1,8
Peer mentoring	<p>Using peer mentors to support with reading, subject-specific topics, well-being, self-regulation is a low cost and high impact strategy as evidenced in the EEF Toolkit.</p> <p>Many students from disadvantaged students engage with the peer mentoring programme both as mentees and mentors.</p>	1,2,4,5

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	As indicated through the EEF toolkit, tailored interventions and support with literacy can have significant impact. It is important to address the literacy gap for our most vulnerable students to support in becoming confident and competent readers.	1,2,6
Small group maths withdrawal groups	National and early EL assessment data indicates a decline in students reaching age related expectations in maths. As outlined in the EEF, tailored, high-quality interventions will support students and aim to close the attainment gap.	6,8

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

Budgeted cost: £66,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised enrichment activities for DA pupils	To raise aspirations and close the gap on cultural capital we must encourage more students to engage with enrichment activities and ensure that fair access is granted for all.	1, 4,5,7
Purchase of equipment for DA pupils	To ensure that all students can access learning with the necessary equipment.	1,6
Purchase of uniform for DA pupils	To ensure that all students can attend school meeting uniform expectations and feeling like a member of the school community.	1,5
Purchase of study & revision guides for DA pupils	To build on retention and independent learning practices all students should be able to access learning materials.	1,6,2,8
School based Enrichment activities	To raise aspirations and close the gap on cultural capital we must encourage more students to engage with enrichment activities and ensure that fair access is granted for all.	4,5,7
Pastoral Mentoring	To support with mental health and well being and to feel supported within the school community.	3, 5
Attendance officer to provide tailored support	To support school, students, and parents with increasing school participation.	3, 5, 1
Mental health and well-being lead appointed	To provide additional support for students to feel supported and to learn how to manage and understand their mental health.	5,3,1

Total budgeted cost: £226,890

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 2021 to 2022 academic year.

2021-2022

Pupil Performance Data

In the year 11 group of 2022, 30 students were disadvantaged, 5 of these disadvantaged students experienced disruption to their learning during the academic year 2021-2022 as result of several exceptional circumstances. For comparative purposes, these 5 pupils have been omitted from the following data which shows the attainment and progress trends of the last three years of external exams:

Attainment Data		
2018	2019	2022
31.2	35	41.1

Progress Data		
2018	2019	2022
-0.99	-0.69	-0.49

Pupil Attendance

2021-2022 data will be used as a benchmark to measure impact of strategies to reduce persistent absence. At the end of 2022 the percentage of students who were persistently absent was 23.3.

Highly Tailored Intervention

24 pupils were offered 15 hours of subject support through school led tutoring. All students who were invited attended 10 out of the 15 hours with a further 21 attending the remaining 5 hours. 16 out of 24 pupils achieved a grade 4 or above in English and maths (67%). 10 out of 24 achieved a grade 5 or above in English and maths (42%).

2020-2021

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
School Lead Tutoring	PET-XI