

Nether Stowe School Pupil Premium Strategy Statement

This statement details Nether Stowe Schools use of pupil premium funding for 2024-2027 to improve the attainment and progress and support the safety and well-being of our disadvantaged pupils. It outlines a three-year strategy plan reviewed every year, focusing on the use and impact of the funding.

School Overview

Detail	Data
School name	Nether Stowe School
Number of pupils in school	826 - September 2024
Proportion (%) of pupil premium eligible pupils	36% - September 2024
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	M George
Pupil premium lead	S Prescott
Governor / Trustee lead	A Marshall

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	267,750
School-Led Tutoring Grant	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	267,750
Three core areas of spending	
To support quality first teaching (50%)	133,875
To facilitate small group support (25%)	66,937.50
To support wider school approaches (25%)	66,937.50

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Nether Stowe, our vision is one of academic excellence and whole-child education, achieved through working together. To realise this vision and ensure that all pupils, regardless of their background and any barriers they may face (which could be considerable), fulfil their potential. 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 try to build a culture whereby our most vulnerable students are not determined by a label or category and provide an aspirational, outstanding, and transformative learning experience for all.

We want everyone to be the best they can be.

This plan sets out to:

- Continue to prioritise high quality teaching, as research has consistently shown this to have the most significant impact on improving pupil-outcomes, especially those from disadvantaged backgrounds.
- Ensure access to a broad, rich, and challenging curriculum and afford pupils with as many extra-curricular and enriching opportunities and experiences as possible.
- Continue to also prioritise pupils' safety and well-being.
- Monitor and track pupils, academically and pastorally, and intervene and support when and where it is needed.
- Aim to achieve certain measures of performance:
 - PP pupils to meet or exceed national averages (of not just PP, but non-PP).
 - Narrow the gap in pupil-outcomes between PP pupils and non-PP pupils
 - And then narrow the gap in pupil-outcomes between PP Boys and Girls.
 - Narrow the gap in EM 5+ between PP and non-PP and exceed national average.
 - To ensure positive P8 for the HPA PP pupils.
 - Increase EBacc entry and attainment for PP pupils.
 - Increased engagement in activities building cultural capital both in and out of school increasing the life chances of DA pupils.
 - Narrow the gap in pupil attendance between PP and non PP students.
- Given the fundamental and foundational importance of reading to not only academic success, but also to quality (and even longevity) of life, continue the commitment to Literacy at Nether Stowe
- Continue to improve and develop our transition strategies, (both KS2 to 3 and post-16) to maximise the aspirations and potential of all pupils.

This plan is underpinned by and makes significant use of [DfE](#) and [EEF](#) guidance reports, specifically that funding is allocated based on the EEF three-tiered model with 50% directed at supporting quality first teaching, 25% on small group or individual support and 25% on wider school approaches.

Challenges

Below is a summary of data to contextualize the intent, challenges and outcomes that pertain to this Statement. In particular, it is a summary of attendance, Literacy and Outcomes, and in that order, because we know that if we can get the pupils into school as much as possible and ensure we are focusing on the right areas, the results will take care of themselves. Furthermore, this is data with external measures to compare and contextualize within.

Attendance data breakdown

	Overall Attendance	PP	non PP	Gap	SEN	non SEN	Gap	Male	Female
Whole school	86.6%	81.3%	89.5%	-8.2%	79.8%	88.3%	-8.5%	87.3%	85.9%
Y11	79.1%	77.7%	79.9%	-2.2%	67.3%	82.8%	-15.5%	81.6%	76.8%
Y10	84.6%	76.8%	90.0%	-13.2%	79.6%	85.9%	-6.3%	89.8%	78.6%
Y9	85.4%	76.8%	89.6%	-12.8%	81.1%	86.5%	-5.4%	86.8%	83.7%
Y8	87.0%	82.7%	89.7%	-7.0%	78.9%	88.7%	-9.8%	85.4%	88.3%
Y7	92.1%	87.7%	94.0%	-6.3%	88.2%	93.1%	-4.9%	90.9%	93.1%

Literacy

Reading

Reading is fundamental and foundational for not only academic success, but life beyond the classroom. Quite simply, it is the silver bullet. Given its importance, significant resources have been invested in Literacy at Nether Stowe over the last few years, some funding of which has been drawn from pupil premium. One such evidence of this commitment is the school's ROL program, which aims to give every pupil an opportunity to develop Reading, Oracy, and literacy skills in a dedicated timetabled lesson and over the course of the year access and exposure to numerous and a wide range of books and other texts forms. As part of that program, pupils in Year 7-9 sit an NGRT reading test three times a year tracking their progress and attainment. Below is a summary of the data.

Impact data

2023/2024 Intake Year (7)				2022/2023 Intake Year (8)				2021/2022 Intake Year (9)			
	Autumn	Spring	Summer		Autumn	Spring	Summer		Autumn	Spring	Summer
Year group Total	185	184	185	Year group Total	139	159	157	Year group Total	84	26	89
SAS Score 100+	120	113	128	SAS Score 100+	91	100	107	SAS Score 100+	47	5	65
SAS Score 86-99	43	39	38	SAS Score 86-99	19	30	28	SAS Score 86-99	20	13	18
SAS Score 85-	22	32	19	SAS Score 85-	29	29	22	SAS Score 85-	17	8	6
Making expected or better progress	N/A	120	151	Making expected or better progress	88	112	129	Making expected or better progress			74

*NB Year 9 Spring data was generated from testing the intervention students only.

Conclusion

The interventions both in and out of the classroom have resulted in positive impact on SAS scores across each year group. Communication around testing and expectations, parental engagement, LSU interventions and weekly literacy briefings with CPD on supporting reading in lessons have all contributed to this.

Quality first teaching and ROL is the first wave of literacy intervention at Nether Stowe; there are three further waves:

- I. First Wave: Quality first teaching and ROL lessons – targeted at all pupils.
- II. Second Wave: ‘Fresh Start’ – a catch-up phonics programme for new Year 7 pupils.
- III. Third Wave: ‘Peer group Reading’ – small-group/one-to-one for pupils in 7-9.
- IV. Fourth wave: 6th form reading mentors

Data, both qualitative and quantitative, from these second and third waves of intervention indicates a similar impact.

Disciplinary Literacy

In addition to the foundational importance of reading, the school also recognises the different literacy demands each subject expects and places on pupils, which is why it is one of the stated priorities in the WSIP. In the Summer Term of 23/24 and Autumn Term of 24/25 all teaching staff completed CPD on Disciplinary Literacy at a school and trust level, they have also all contributed to the Nether Stowe Literacy curriculum aligning our vision for Literacy at Nether Stowe and how this fits in all disciplines studied. Furthermore, a dedicated SLT member for Literacy works both whole-school, upskilling all teachers in underlying knowledge, i.e. such as disciplinary literacy, and at subject a level to support their curriculum development, teaching, and learning.

Provisional Outcomes – GCSE Results

	2024 DA Students (Attendees) (33)	2024 DA Gap	2024 DA Students (38)	2024 Non DA Students (72)	2024 Est. Results (110)	2023 Actual
E/M 5+	15.20%	-	13.20%	38.90%	30.00%	23.80%
E/M 4+	27.30%	-	23.70%	56.90%	45.50%	45.50%
A8	34.51	-11.94	30.47	42.41	38.28	40.03
A8 English	7.12	-2.49	6.48	8.97	8.06	8.28
A8 Maths	6.91	-2.59	6.05	8.64	7.75	7.64
A8 Ebacc	9.61	-3.9	8.50	12.4	11.05	11.12
A8 Open	10.87	-2.82	9.57	12.39	11.42	12.98
P8	-0.36	-0.13	-0.76	-0.63	-0.67	-0.65
P8 English	-0.55	-0.28	-0.99	-0.71	-0.8	-0.84
P8 Maths	-0.44	-0.33	-0.87	-0.54	-0.65	-0.79
P8 Ebacc	-0.49	-0.23	-0.86	-0.63	-0.71	-0.80
P8 Open	-0.04	0.11	-0.53	-0.64	-0.6	-0.34

Overall outcome data for the school was not as hoped. This in part was due to a high percentage of the cohort (11%) not attending school for the majority of KS4. This was a result of the effects of COVID. Of the 38 pupils who were DA, 5 of these were persistent non-attenders. As a result, attendance forms challenge 5 for this action plan. Of the 33 DA pupils, there were several positives' outcomes compared to previous years. The gap in progress data in all elements has improved, impact was also seen with strategies implemented with the DA pupils that were in attendance meaning P8 was +0.31 higher than non DA pupils, this is replicated across all progress elements.

Challenge Number	Challenge Detail
1. (Lower) Levels of Literacy	Historically, PP pupils beginning at Nether Stowe School in Year 7 have, on average, a lower KS2 Sats score for reading than their non-PP peers, both in-school and nationally. To address this gap and reverse this trend from continuing into their secondary education, improving their levels of literacy is vital and this challenge has been listed as number one, because it underpins so much of what follows beneath.
2. Disciplinary Literacy	Furthermore, as the curriculum continues to develop with an emphasis on broadening and deepen (substantive) knowledge, this needs to be mirrored with pupils' literacy skills, so that they can fully express the knowledge in a particular subject-area (in all subjects) as an expert in that subject, i.e. as an Historian or Mathematician.
3. Attendance	The link between attendance and attainment is both apparent and vital. A priority is to provide support for our students and their parents to improve attendance and engagement. This will include parental engagement in whole school events including parents' evenings.
4. Mental Well-Being	In addition to all the historical and typical concerns, as we continue to emerge from covid, to continue to support the safety and well-being (including attendance and behaviour) of our pupils, we recognize that more children are presenting with mental health concerns. Some of whom have struggled to readjust to the return to school and attend regularly (for example, we are seeing increased levels of social and emotional issues, demonstrated through rising incidents where children have self-diagnosed anxiety and EBSA (Emotional Based School Avoidance))
5. External Barriers (Curriculum and Extra Curricular)	<p>Because PP pupils may face certain barriers outside of school that reduces their opportunities, experiences and level of guidance and support, the curriculum must be as broad, rich, and challenging as possible to ensure academic, career/employment and social progression and mobility. (The same applies for extra-curricular and enrichment activities)</p> <p>PP students are supported in participating in student leader roles maximizing opportunities to broaden their experience in school and aspirational roles.</p> <p>Focused support for PP students with careers advice, targeted careers support, enrichment, and aspiration opportunities.</p>
6. Aspiration	<p>A lack of support and/or understanding and/or experience at home of post-16 options may hinder PP pupils on leaving Nether Stowe School; we must ensure pupils are presented with information about all academic and career/employment opportunities and pathways.</p> <p>Continue to increase the number of disadvantaged students meeting the sixth form entry requirements from existing Y11 DA students.</p>
7. Knowledge retention and	A barrier to outcomes often comes from students when independently applying their learning, revising their topics, and retaining their knowledge.

independent learning	To build on and develop the current work on metacognition and independent study skills, especially when faced by challenging tasks. 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, collaborative practices and targeted interventions.
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Intended Outcomes

By the end of the current strategic plan (i.e. 2026), linked to the above challenges (and read in conjunction with), we intend to achieve the following outcomes.

Intended Outcome	Criteria for / Measurements of Success
To ensure pupils achieve expected progress in their reading for their age.	<ul style="list-style-type: none"> → Average standardized score above 100. → Match or exceed attainment and progress of non-PP pupils.
Pupils at Nether Stowe School can experience a broad, rich and challenging curriculum.	<ul style="list-style-type: none"> → Use of internal and external monitoring reviews and QA to assess the quality of education. → 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, 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. → 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 are identified.
Nether Stowe School pupils can experience a broad, rich and challenging range of extra-curricular and enrichment activities.	<ul style="list-style-type: none"> → Increased recording and tracking of pupils' participation in activities offered to create a quantitative database. → Qualitative data from pupil voice. → Proportional representation tracking → Student's confidence, resilience and knowledge is developed so that they can keep themselves mentally healthy.

<p>Improve attainment and progress by pupils at GCSE.</p>	<ul style="list-style-type: none"> → P8 for PP pupils is broadly similar P8 for non-PP. → Reduce gap in overall P8 from -0.13 and A8 from 11.94 in 2023. → Increase A8 from 30.47 in 2023. → Increase the attainment and decrease the gaps in the number of PP pupils achieving English and Maths at 4 and 5 or above. → Increase EBacc attainment and decrease gap to non-PP pupils. → Increased monitoring and tracking of pupil-performance at the end of each year, to identify underperformance or gaps in performance to put in place timely intervention.
<p>Students to receive timely intervention to support children to ensure the well-being, attendance, and behavior of pupils.</p>	<ul style="list-style-type: none"> → Increase overall attendance for PP pupils, striving to eradicate the in-school gap to non-PP, also a reduction in persistence absence. → Continued recording and tracking of interventions and support provided for pupils. → Fewer repeat internal exclusion and suspensions for PP pupils.
<p>Ensure pupils have access to timely, relevant and high-quality information on post-16 options and academic and career/employment pathways.</p>	<ul style="list-style-type: none"> → All PP pupils continue onto further education. → Recording and tracking of pupils' participation of the information, opportunities and experiences offered including access to Higher Horizons and other aspirational events → Qualitative data from pupil voice.

NB Although the plan covers three years, this document is a review yearly, and as such, as part of that review process outcomes have been adjusted and refined from the plan's initial publication in September 24.

2024-2025

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

Tier One – High Quality Teaching

Budgeted Cost: 133,875

Activity	Evidence / Rationale	Challenge(s) Addressed
Ongoing commitment to recruiting the right staff for our context.	Significant financial investment that clearly demonstrates the school's commitment to continuous development of curriculum and teaching and learning.	7
Furthermore, and worthy of a separate entry to the above, employment of a new SLT lead for Literacy	As the EEF Guidance Report ' Improving Literacy in Secondary Schools ' (2021) states "young people who leave school without good literary skills are held back at every stage of life...in secondary schools, the challenge of improving literacy is fundamental"; this, especially pertinent to Nether Stowe School, is immediately followed with reference to disadvantaged pupils transitioning from Primary to Secondary below the expected standard for literacy. Furthermore, the first recommendation in the report, and what, arguably, underpins the other five, is disciplinary literacy.	1 and 2
Design and implement a whole school CPD schedule to support the development of teaching and learning	EEF guidance cites 'Quality first teaching' as the biggest lever for closing the attainment gap. With a focused teaching and learning program that creates a consistent approach across classrooms will be key to enhancing the learning of our disadvantaged students. Training staff to understand metacognition and how to reduce cognitive load will support retention and lasting learning.	7
All staff to receive professional development live coaching to support teaching and learning.	To build mastery in teaching and learning staff will be provided with regular professional development feedback via StepLab. Colleague work in 'Trios' and receive live coaching feedback. This enables us to focus again on quality first teaching through collaborative learning approaches.	7

Devise targeted teaching and learning strategies to support DA 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.	7
Deploy the RADY principles across all elements of school life for PP students	RADY research shows that adjusting targets for students addresses disadvantage and establishes high expectations and aspirations for all. Ensuring equity in teaching and proportional representation of disadvantaged students in all activities.	3,5,6 and 7
ECT Mentoring.	There has been a seismic, yet sensible, shift in the last five years in what the profession needs to enable it to support teacher development: NPQs, the EEF, greater use of evidence-based research (even the appropriation of cognitive science) and, of course, the new <i>two year</i> ECT framework. However, like the above points on CPD, much is dependent on the quality of the program, and here, again, Nether Stowe School has heavily invested in ensuring the training it provides for its ECTs is of the highest quality: ITT coordinator; reduced teaching allocation for mentors; additional in school training slots led by SLT for ECTs.	1,2,5 and 7
Equitable access for all to learning resources.	EEF's review of homework (2021) indicates it has a positive impact of +5 months on pupil-progress. Led by one of the AAHTs. Robust KRP policy supporting all students having access to resources which in some subject also includes bespoke online assessments using platforms such as Socrative and Bedrock.	1,2,5 and 7

Tier Two – Targeted Academic Support

Budgeted Cost: 66,937.50

Activity	Evidence / Rationale	Challenge(s) Addressed
Reading program at Nether Stowe - Delivery of the Mastery program via ROL lessons - Resourcing of Texts -ePlatform access -NGRT Testing - Bedrock Vocabulary package	As evidenced above, literacy is vital in addressing the pp gap, so it requires significant resourcing and the ability to track and intervene.	1, 2 and 7

<p>'Fresh Start' – a bought-in 'catch-up' phonics-based reading program (training and resources) targeted at the very weakest readers, the higher proportion of which are PP.</p>	<p>Again, for the importance of reading, see above, and synthetic phonics interventions where required. Furthermore, Fresh start cuts across several EEF reviews: phonics (+5 months), small group and TA intervention (both +4 months).</p> <p>Success has been seen in this program so far, with most pupils progressing towards their actual reading age.</p>	<p>1 and 2</p>
<p>Deployment of TA's focusing on intervention in addition to general support.</p>	<p>As EEF review of TA intervention makes clear, small group intervention has a higher impact (+6 months) in comparison to general support. This is also a view supported by the government's recent SEND Review. In addition small group intervention also meet the needs of those identified with EHCP's and as PP.</p> <p>Interventions might include</p> <ul style="list-style-type: none"> • Handwriting • Precision teaching • Mentoring, academic and resilience. • Lunchtime and breaktime provision of a safe space. 	<p>1,4,3 and 7</p>
<p>Deployment of EAL resources and strategies to support the needs of all EAL PP pupils.</p>	<p>Not quite on the same footing or as high up on the Government's priority list as SEND, but the underlying theme and need is the same for EAL students: "right support, right place, right time" ensuring EAL pupils receive QFT supported by an extensive resource pack ensuring they can learn and progress.</p> <p>In addition to the aforementioned reviews on tuition and intervention above, see the EEF guidance report on EAL and the government EAL support for practitioners.</p>	<p>1, 2, 3, 5 and 7</p>
<p>Curriculum intervention groups in Math.</p>	<p>National data indicates a decline in students reaching age related expectations in Math. As outlined in the EEF, tailored, high-quality interventions will support students and aim to close the attainment. Fortnightly interventions in Y7-9 take place in math supporting progress and narrowing gaps.</p>	<p>7</p>

Tier Three – Wider Strategies

Budgeted Cost: 66,937.50

Activity	Evidence / Rationale	Challenge(s) Addressed
Currently working to appoint a new Strategic Attendance lead to work support the CHs and with pupil safety, well-being and attendance.	As is evident in the news coverage of schools, the real 'gap' emerging out of covid may not be lost learning, but arguably, attendance. Nationally, they are yet to return to pre-pandemic levels; as a recent Parliamentary Report (2023) states "Government statistics have shown that covid-19 and its aftermath has had a damaging effect on school attendance, which has lasted longer than originally anticipated...the rate of absence in schools in England has increased significantly since the pandemic" with attendance for PP pupils disproportionately impacted. At Nether Stowe School, we adhere to the statutory and recommended guidance from the DfE (2022) and the EEF's Attendance Interventions Rapid Evidence Assessment (2023) prepared for the aforementioned parliamentary report. To support school, students, and parents with increasing school participation.	3
Whole school attendance initiatives	Attendance recognition has been planned into each of the reward events throughout the year (including assemblies and celebration evenings). Recognition will be given to not just those with excellent attendance but also those with improved attendance. Certificates and entrance to rewards events are examples of rewards for attendance. To raise the profile of the importance around attending school, attendance will be an element to the College competitions. At the start of the year we launched with students and staff our A PROUDER way with attendance (A) being a key element to our expectations. Social media is a tool we will be using across the year to further raise the importance of attendance and improve parental engagement around attendance.	3
Continued allocation of resources to the Personal Development curriculum, including new appointment of AAHT, staff training and lesson resources.	PHSE has a dedicated timetabled weekly lesson with a carefully selected team delivering a spiral curriculum. The spiral curriculum is structured around three key strands: Physical Health and Mental Wellbeing, Living in the Wider World and Relationships. This places safeguarding at its heart, supported through core concepts, including the fundamental British values and equality, diversity, and inclusion. Build in complexity over time whilst remain age-appropriate. At each	4 and 6

	<p>level, the curriculum is interleaved and explicitly links to prior and future learning. Delivered by one consistent member of trusted staff (form tutor) to build relationships that will promote key discussions around difficult topics. Training and focused CPD based on needs of students and staff voice will ensure staff are empowered to deliver lessons that shape students' futures. Beyond the statutory content, we prioritise content that will have the most positive impact on our specific community based on community voice. Living in the wider world includes part of our offer for careers education, information, advice and 4 and 6 September 2024 13 guidance, ensuring students are provided with up to date information about all future pathways available to them – see careers below.</p>	
Nurture times and groups for students	Lunch and breaktime support in the LSU available for students to access of whom more are PP than non PP.	4
Use of Mental health and Well-Being sessions with a dedicated member of staff to complement and support the wider pastoral team.	<p>Similar to above, another 'gap' emerging out of covid (and connected to attendance) are the growing mental health concerns.</p> <p>We have a nominated Mental Health and Wellbeing Lead who has a working caseload. This caseload is a rolling 6-week system using a referral process (Pastoral Team) and includes children that are not attending regularly (EBSA), SEND, children showing low mood and making disclosures.</p> <p>We have Malachi (family support) working with children and families where there have been mental health concerns. This support works on a 12-week programme and the Mental Health Lead is the Keyworker from school.</p> <p>We have Mentoring Programme called Engage who work with children where they have a shared low mood but do not meet CAMHS criteria.</p> <p>Sarah Terry is a private counsellor that the school employees to work with children under a referral system. The Mental Health Lead is the school link for Sarah Terry and liaises to ensure that the referrals are suitable, and any concerns are fed to the Pastoral Team, parents and key staff.</p>	4 and 3
Continued investment in and development of our 'Reflection' room.	The management of 'Reflection' makes use of many of the DfE and EEF recommendations for situations where pupils have to be removed from classrooms and lessons, most notably, on what happens next and the approach to correcting or preventing that behavior from happening again.	3,4 and 5

<p>Enrichment: giving pupils the opportunity to participate in and experience a broad, rich and challenging range of activities. Significant costs include:</p> <ul style="list-style-type: none"> -Transport - Venue expenses -Resources. 	<p>Very much supports our vision of a whole-child education. To raise aspirations and close the gap on cultural capital we encourage more students to engage with enrichment activities and ensure that fair access is granted for all. Part of the RADY principles is proportional representation which we adhere to as one of our values here.</p>	5
<p>The purchasing of equipment and uniform sets and other provisions for pupils in need.</p>	<p>Especially given the current cost of living crisis, we try and do everything we can to remove any potential barriers to pupils' learning and progress.</p> <p>To ensure that all students can attend school meeting uniform expectations and feeling like a member of the school community.</p> <p>To ensure that all students can access learning with the necessary equipment.</p> <p>Provision of cooking supplies for PP students to allow full access to the opportunities on offer.</p>	5
<p>The provision of iPad equipment so that access to online learning and resources isn't a barrier. (whilst the iPads are funded centrally the likelihood of pp students requiring more support with this is higher)</p>	<p>As the EEF rapid evidence assessment of remote learning indicates access to technology is key, especially for disadvantaged pupils. All pupils are issued, cost free, a 1 to 1 iPad device and training to allow students to maximise it's potential both in and out of school. If the initial equipment supplied is damaged/lost then disadvantaged students will have replacement free of charge and support is available for students to assist in iPad management.</p>	5
<p>Continued investment in and development reading, increasing the quality of texts available and promotion of reading.</p>	<p>See references to reading above.</p>	1 and 2
<p>Employment of a Careers Advisor, together with specific career opportunities, such as: -World Skills Show (NEC) -In-school Careers Fair Year 10 focused work experience days – e.g. Rodbaston</p> <p>Subsidised careers residential for Year 10 pupils – working with DHL – Specifically</p>	<p>At Nether Stowe School we see it as a moral imperative that we offer our pupils a comprehensive package of information, opportunities, and experiences about post-16, because they may not receive that support anywhere else. For us, it has huge impact.</p> <p>In the first instance we identify the RONI pupils in Year 10 – those pupils that may be at risk of no placement after their GCSEs. This criteria is based on disadvantaged pupils first and once identified those pupils then receive extra support from our external advisor (Mike Gilbert). Extra support includes more 1-</p>	5 and 6

<p>targeted towards DD pupils Year 9 DHL trip to their factory for Selfridges in Coleshill – LMI STEM experience for LMI and difference avenues into various jobs (Arcadis) Year 7 Army Days to build resilience</p>	<p>1 sessions, calls or Teams calls home to parents or carers, further help for pupils showing them how to apply for colleges or sixth forms. These pupils have their first interview with him in Year 10 and then will have a 2nd and 3rd in Year 11.</p> <p>Working with Staffordshire and Stoke Careers and Enterprise Company we are taking part in the Careers Observatory Project. This offers work experience (one day) for DD pupils and we receive a bursary for this. This is vital as work experience is now going to be mandatory for schools in 2025; but the legislation currently suggests that schools can find and do other ways for pupils to experience various marketplaces rather than relying on the traditional one week placement. This project means that our disadvantaged pupils are receiving up to date labour 3 and 6 September 2024 15 market experiences and opportunities.</p> <p>Working closely with DHL Charity we offer up to 24 places for disadvantaged year 10 pupils to take part in a careers experience that includes applications, interviews and then taking part in Outward Bound, reflecting on how that experience helps them develop their resilience. The experience is worth £500 per pupil but each pupil pays £95 as DHL subsidise the rest. This really is an excellent opportunity for pupils to experience and develop many skills required for developing careers.</p>	
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Total budgeted cost: 267,750

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
RADY Beacon Schools project	Challenging Education
Higher Horizons - raising aspirations	Higher Horizons
Positively You - Learning and revision strategies	Positively You
Malachi	Family support services
Educational psychologist traded offer.	Autism inclusion team, extra provision.

Bedrock learning

Bedrock

Part B: Review of Outcomes from 2023-2024

Pupil Premium Strategy Outcomes

The gap in progress data in all elements has improved, impact was also seen with strategies implemented with the DA pupils that were in attendance meaning P8 was +0.31 higher than non DA pupils, this is replicated across all progress elements. Overall outcome data for the school was not as hoped. This in part was due to a high percentage of the cohort (11%) not attending school for the majority of KS4. This was a result of the effects of COVID. Of the 38 pupils who were DA, 5 of these were persistent non-attenders. As a result, attendance forms challenge 5 for this action plan. Of the 33 DA pupils, there were several positives' outcomes compared to previous years.