

## Pupil premium strategy statement – Nethergate Academy

This statement details our school's use of pupil premium (and recovery 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	173
Proportion (%) of pupil premium eligible pupils	63% (89/141) 23/24 60% (
Academic year/years that our current pupil premium strategy plan covers	2023/2024 – 2026/2027
Date this statement was published	December 2023
Date of review	March 2025
Date of next review	March 2026
Statement authorised by	Tracey Ydlibi (Executive Principal)
Pupil premium lead	Sharon Muddeman Head of School
Governor / Trustee lead	Sarah Martin, Trust Lead for Disadvantaged Pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,572
Recovery premium funding allocation this academic year	£64,770
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£173,342</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We believe that all children, irrespective of their background, SEND and the challenges they face, deserve/have a right to access the very best in learning, experiences and opportunities so that they make excellent progress in all areas of their development; cognition and learning; physical and sensory; social, emotional and mental health; communication and interaction, and are prepared for future destinations.

The focus of our pupil premium strategies is to support disadvantaged pupils in achieving those goals, whatever their starting point.

At the heart of our approach is high quality teaching and a curriculum that is progressive, knowledge-rich, broad, balanced, and enriched. It is adapted from the National Curriculum and focuses on areas which our disadvantaged pupils need the most. It includes targeted support, based on need and helping them to achieve well.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our academy where funding is spent on whole-academy approaches, such as phonics, TEACCH, Zones of Regulation, ELSA (Emotional Literacy Support Assistant), mental health first aid, Evidence for Learning.

Implicit in the intended outcomes below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We also provide disadvantaged pupils with support to develop independence, and we ensure that high quality work experience, careers guidance and vocational learning, is available to all.

Our strategy will be driven by the needs and strengths of each pupil, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require for adulthood.

### Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally more likely to have emotional and mental health needs which

	impact negatively on their attendance, behaviour, progress and achievements.
2	Education, Health and Care Plans show that disadvantaged pupils are generally more likely to have sensory, communication and interaction needs than non-disadvantaged pupils in our school. They generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Our assessments, observations and conversations with pupils and their families indicate that disadvantaged pupils often require additional support to develop personal and vocational skills, e.g., personal care, independent travel.

## 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
Improved ability to identify, label and communicate their feelings and emotions and can self-regulate more effectively so that they can access the full personalised curriculum and enrichment opportunities both on and off-site.	<p>Attendance of disadvantaged pupils improves and is &gt;95% for most.</p> <p>Incidences and frequency of behaviour incidents for both individuals and groups reduce over time (between Sept 24 and July 25).</p> <p>All disadvantaged pupils achieve expected progress against challenging targets in curriculum subjects/engagement model targets.</p> <p>Conversations with parents/carers and pupils through formal EHCP review processes and parent/carers meetings/questionnaires show us that pupils' self-esteem, confidence and independence are improved.</p> <p>Disadvantaged pupils access all planned curriculum and enrichment opportunities.</p>
Pupils can use a range of communication systems to aid their understanding and develop improved receptive and	Pupils make good progress towards, or achieve, termly and longer term EHCP goals

expressive communication and interaction skills.	Pupils use work schedules and systems independently to support them to access the curriculum and wider activities.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>Parents/carers report that their children have improved confidence and independence.</p> <p>Through observations and discussions with pupils and their families, they report that their children are developing skills for adulthood eg personal care, road safety, 'Stranger! Danger!'</p> <p>All disadvantaged pupils participate in local community activities eg visit to care home, local shops, library, college.</p> <p>All disadvantaged pupils can participate in a residential trip each year.</p>
Disadvantaged pupils feel better prepared for progression and transition successfully to their post-16 placement.	<p>All disadvantaged pupils access high quality work experience at least once in sixth form.</p> <p>All disadvantaged pupils access college links in year 11.</p> <p>All disadvantaged pupils access appropriate placement of their choice for their post-16 placement.</p>
Disadvantaged pupils are provided with rich opportunities to develop cultural capital.	<p>All disadvantaged pupils participate in cultural trips and visits to local galleries, sporting events, dance and music workshops etc</p> <p>They all participate in academy-based cultural workshops eg Diwali art, dance and music</p>

## 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: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of a maths and an English Teaching and Learning Responsibility lead, to develop and improve maths and English teaching across the school in line with DfE guidance.</p>	<p>Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. (Education Endowment Fund-EEF) This has a positive impact on pupil progress.</p> <p>Phonics is a high impact, very low cost intervention (EEF)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">Maths guidance: key stages 1 and 2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1
<p>CPD for teaching and teaching support staff in a range of whole school approaches and strategies, including; DfE validated systematic synthetic phonics (Read, Write Inc.); TEACCH; Zones of Regulation</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>The strategic deployment of teaching assistants is important to ensuring pupils are supported...their input should supplement...high quality provision from the teacher.</p> <p>Zones and TEACCH are both strategies which support the development of self-regulation. This is a very high impact, very low cost intervention with good impact. (EEF)</p>	1
<p>Emotional Literacy Support Assistant (ELSA) to work with individuals and small groups of disadvantaged pupils</p>	<p>Explicit teaching of self-regulatory strategies can encourage pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and</p>	1 2

	<p>overcome challenges themselves in the future.</p> <p>Approaches which target social and emotional learning are moderate impact, very low cost interventions.</p> <p>(EEF)</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£65k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Independent travel training and work placement support for individuals	Pupils who have successfully completed independent travel training can access school and/or college placements independently.	4
One-to-one support and small group work to develop communication and interaction skills	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	2

	<p>Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.</p> <p>Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful.</p> <p>Speech and Language Therapy interventions are low cost, high impact.</p> <p>(EEF)</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment and approaches for pupils with sensory needs. Commissioned specialist occupational therapist to work with staff and children to develop approaches for individuals and groups. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. These resources along with home;school programmes and class-based or individual interventions help pupils to achieve or maintain their ability to self-regulate and be independent.	1 2 4
Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education in line with DfE's National Plan for Music Education: <a href="#">The power of music to change lives - A National Plan for Music Education</a>	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. <a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a>	3
Public transport training for Year 9 - 11 pupils. Involves CPD and	Independent Travel Training is likely to enhance pupils' social and employment opportunities:	5

release time for staff members.	<a href="#">Travel to school for children of compulsory age - Department for Education</a>	
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**Total budgeted cost: £175,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments as well as progress towards EHCP targets.

The data and analysis of outcomes demonstrated that there are no significant gaps in achievement between PP pupils and non-PP pupils. Most of our pupils made excellent progress towards their EHCP targets and in academic subjects.

Phonics had had a positive impact for all children's reading and there is no difference in progress between PP and non-PP pupils. Childrens' ability to read supports their learning. The appointment of a Lead Teacher for Communication is beginning to have a positive impact on the communication skills of children and is improving the skills of teachers and teaching assistants.

Whole-school strategies and approaches to directly teach children how to self-regulate alongside teaching targeting emotional and mental health wellbeing had a positive impact on attendance and suspensions. However, although numbers of suspensions are very low, more PP children are suspended than non-PP children. This is an area to further focus on.

Wider strategies beyond teaching and targeted academic support are motivating and engaging for pupils. All children, subject to risk assessment, are enabled to access learning outside the classroom.

Based on all the information above, the performance of our disadvantaged pupils met expectations.

### Externally provided programmes

Programme	Provider
N/A	

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We contacted special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at several studies about the impact of the pandemic on disadvantaged pupils. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.