

Pupil premium strategy statement

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	Nethergate Academy
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Tracey Ydlibi
Pupil premium lead	Jayne Balsom
Governor / Trustee lead	Jayne Francis-Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,475
Recovery premium funding allocation this academic year	£17,400
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	£116,875

Part A: Pupil premium strategy plan

Statement of intent

Communication: Disadvantaged pupils will develop their expressive and receptive language.

Well-being: support to develop an understanding of themselves and promote self esteem

Safety: to create opportunities to engage with the local and wider community including residential trips and visits

Independence: offer a personalised provision informed by each child's EHCP

Challenges

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

Challenge number	Detail of challenge
1	Every pupil, regardless of their cognitive ability, has communication as an area of need.
2	Children with learning disabilities are more likely to have a diagnosable emotional mental health problem.
3	Nottingham City has high levels of deprivation and crime. Many of our children live in neighbourhoods ranked by the government as some of the highest areas of deprivation nationally.
4	Every pupil needs a personalised provision in order to develop independence to their full potential.

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
Every child, verbal or otherwise, will develop their expressive and receptive language	Progress data Parent/carer feedback

	Pupil voice EHCP outcomes
All pupils will develop an improved understanding of themselves through education. Improved self esteem.	Parent/carer feedback Pupil voice EHCP outcomes
Children feel safe enough to take risks, ask questions, make mistakes, learn to trust, share their feelings and grow.	Progress data Parent/carer feedback CPOMs will show reduced incidences of dysregulation or disruptive behaviour
Children reach their highest possible level of independence.	EHCP outcomes Progress data Pupil voice Parent/carer feedback

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: £ 48,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Switch on Reading	Accelerated progress compared to others of a similar age and stage of development (weak and disadvantaged readers). (EEF)	All pupils (15 specific per term)
Systematic synthetic phonics	An approach which teaches children to recognise letters (graphemes) and their associated sounds (phonemes). It is also known as alphabetic phonics and involves breaking the word down into the smallest units of sound.	All pupils
Recruitment of KS4 teacher (not MS)	Ensure that complex pupils with significant learning difficulties have an experienced teacher to support greater pupil learning and make a positive and substantial contribution to colleagues and the school as a whole.	11

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

Budgeted cost: £43,556

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA Switch on	Accelerated progress compared to others of a similar age and stage of development (weak and disadvantaged readers). (EEF)	49
Occupational therapist	OTs help the child achieve or maintain their maximum level of independence so they can access the school curriculum to his/her full potential. Home/ school programmes and class-based interventions are used to ensure consolidation of skills and carryover into the child's daily life.	34

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

Budgeted cost: £ 25,046

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotion Coaching	15% of pupils with SEMH needs at Nethergate. This strategy underpins the behaviour approach and uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses.	All pupils
ELSA	Secondary prevention strategy offering individual and small group support in emotional and social skills support.	24
Counsellor	School-based counselling is a professional activity, delivered by qualified practitioners in schools. Counsellors offer troubled and/or distressed children and young people an opportunity to explore and understand their difficulties within a relationship of agreed confidentiality.	10

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?