**2019/20 Pupil Premium Strategy/Self-Evaluation**

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| 1. **Summary information** | | | | | | |
| **School** | Netherhall Learning Campus High School | | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £310196 + £14419 year 7 catch up = £324615 | | **Date of most recent PP Review** | Spring 1 2020 |
| **Total number of pupils** | 567 | **Number of pupils eligible for PP** | | 235 | **Date for next internal review of this strategy** | Spring 1 |

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| 1. **Current attainment** | | | | | | | | | | | | | | | | | |
|  | | | | | Pupils eligible for PP (your school) | | | | | | | Pupils not eligible for PP | | | | | |
| 7 | 8 | 9 | 10 | 11 | | | 7 | 8 | 9 | | 10 | 11 |
| **Progress 8 score average** | | | | |  |  | -0.36 | -0.22 | -0.11 | | |  |  | -0.32 | | +0.12 | -0.14 |
| **Attainment 8 score average** | | | | |  |  | 38.38 | 37.23 | 42.14 | | |  |  | 42.33 | | 43.57 | 44.45 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | | | | | | | | | | | | |
|  | Lack of Aspirations | | | | | | | | | | | | | | | | |
|  | Poor Literacy skills | | | | | | | | | | | | | | | | |
|  | Lack of resilliance | | | | | | | | | | | | | | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | | | | | | | |
| **D.** | Low Attendance | | | | | | | | | | | | | | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | | | | | | | | | | Success criteria | | | | |
|  | Improve student Aspirations – give students both the ambition and aspiration to want more and aim beyond the normal and towards exceptional | | | | | | | | | | | | NEET figures/Student voice | | | | |
|  | Improve outcome measures – give students the best start in life by instilling a sense of achievement at all levels – thus allowing all students to progress from secondary to the next stage in their own personal journeys | | | | | | | | | | | | Outcome measures | | | | |
|  | Improve student resilience – give students the tools to create and develop lifelong skills that prepare them for life outside the classroom without the fear of failure. | | | | | | | | | | | | Outcome measure/student voice | | | | |
|  | Improve attendance figures – link students attendance to success | | | | | | | | | | | | Attendance data | | | | |
| 1. **Planned expenditure** | | | **Academic year; 2019/2020** | | | | | | | |  | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | **Total budgeted cost** | | | | | | £180,324 | | |
| **Action** | | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | | | | | **How will you ensure it is implemented well?** | | | | | **Staff lead** | **Review implementation?** | | |
| Additional Teaching Staff  (£151,753) | | Ensure small class sizes | | Smaller class size equal more quality teacher time and access to the specialist provider | | | | | | Quality Assurance and curriculum planning | | | | | MK | Spring 1 | | |
| Nurture Co-Ordinator  (£28,571) | | Ensuring a smooth transition into secondary  Allowing all students to access an appropriately levelled curriculum | | Students with specific needs need a tailored curriculum in order to progress, develop and grow as individuals.  One size fits all does not work when dealing with individuals with significant need | | | | | | Quality Assurance and curriculum planning | | | | | SM | Spring 1 | | |
| 1. **Targeted support** | | | | | | | | | | **Total budgeted cost** | | | | | | £149,882 | | |
| **Action** | | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | | | | | **How will you ensure it is implemented well?** | | | | | **Staff lead** | **Review implementation?** | | |
| Inclusion Manager  (£31,471) | | Reduce classroom disruption with targeted intervention  Reduce incidents impacting on T&L | | A reduction in classroom disruption will/should result in improved T&L  Improved T&L should improve outcomes | | | | | | Quality Assurance  Staff/student voice  Impact review | | | | | DR | Spring 1 | | |
| Behaviour for Learning mentor  (£118,411) | | Reduce disruption, improve focus, behaviour and academic outcomes | | Individual and small group Academic tutor will allow for a more tailored approach resulting in better focus, behaviour, outcomes and progress | | | | | | Quality Assurance  Staff/student voice  Impact review | | | | | SMo  SM  DR | Spring 1 | | |
| 1. **Other approaches** | | | | | | | | | | **Total budgeted cost** | | | | | | £19,350 | | |
| **Action** | | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | | | | | **How will you ensure it is implemented well?** | | | | | **Staff lead** | **Review implementation?** | | |
| Attendance Officer  (£19,350) | | Improved attendance | | Data shows that students who drop below 80% attendance in general achieve on average one full grade lower than their peers. | | | | | | QA  ANTs Meetings | | | | | SM | Spring 1 | | |

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| 1. **Review of expenditure** | | | **Previous Academic Year:** 2019/2020 | | |
| 1. **Quality of teaching for all** | | | | | |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Additional Teaching Staff | Ensure small class sizes | PP student performed well when compared with National PP and school non-PP students  See appendix 1 | | Approach to continue – class sizes remain below national average  All PP students identified and intervention in place where appropriate.  Small class sizes allow for immediate PP intervention.  GAPs identified and monitored  Development needed to monitor and judge impact | (£151,753) |
| Nurture Co-Ordinator | Ensuring a smooth transition into secondary  Allowing all students to access an appropriately levelled curriculum | Tailored curriculum embedded  Students transitioned smoothly into secondary phase  PP student performed well when compared with National PP and school non-PP students | | Approach to continue  Unit successful – vulnerable students completed a successful transition  Unit to expand and build on success  Student progress currently difficult to measure due to starting points  Introduction of baseline tests to better able monitor both social and academic progress | (£28,571) |
| 1. **Targeted support** | | | | | |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Inclusion Manager | Reduce classroom disruption with targeted intervention  Reduce incidents impacting on T&L | Students incidents identified and intervention in place  Classroom incidents reduced | | Staff Absence did not allow for reintegration into class  Initial set up seemed to have the desired effect  Development of facticity needed: Gate keeper protocol need to be introduced,  Integrations needs to be more prominent | (£31,471) |
| Behaviour for Learning mentor | Reduce disruption, improve focus, behaviour and academic outcomes | Intervention groups that where identified performed well | | Worked well – need for a continuation of monitoring and review that ensures the correct students at the right time are being targeted by the right support | (£118,411) |
| 1. **Other approaches** | | | | | |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Attendance Officer | Improved attendance | Limited impact due to staff absence  Statutory duties upheld, monitoring completed | | Due to absence limited impact on mid-attenders seen | (£19,350) |

**2020/21 Pupil Premium Strategy/Self-Evaluation**

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| 1. **Summary information 2020/21** | | | | | | |
| **School** | Netherhall Learning Campus High School | | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | 332243 | | **Date of most recent PP Review** | Autumn1 2020 |
| **Total number of pupils** | 720 | **Number of pupils eligible for PP** | | 364 | **Date for next internal review of this strategy** | Spring 1 |

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| 1. **Current attainment** | | | | | | | | | | | | | | | | | |
|  | | | | Pupils eligible for PP (your school) | | | | | | Pupils not eligible for PP | | | | | | | |
| 7 | 8 | 9 | 10 | 11 | | 7 | 8 | | 9 | | 10 | | 11 |
| **Progress 8 score average (Data Capture 1)** | | | |  |  |  |  |  | |  |  | |  | |  | |  |
| **Attainment 8 score average (Data Capture 1)** | | | |  |  |  |  |  | |  |  | |  | |  | |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | | | | | | | | | | | | |
|  | Lack of Aspirations | | | | | | | | | | | | | | | | |
|  | Poor Literacy skills | | | | | | | | | | | | | | | | |
|  | Lack of resilliance | | | | | | | | | | | | | | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | | | | | | | |
|  | Low Attendance | | | | | | | | | | | | | | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | | | | | | | | | Success criteria | | | | | |
|  | Improve student Aspirations – give students both the ambition and aspiration to want more and aim beyond the normal and towards exceptional | | | | | | | | | | | NEET figures/Student voice | | | | | |
|  | Improve outcome measures – give students the best start in life by instilling a sense of achievement at all levels – thus allowing all students to progress from secondary to the next stage in their own personal journeys | | | | | | | | | | | Outcome measures | | | | | |
|  | Improve student resilience – give students the tools to create and develop lifelong skills that prepare them for life outside the classroom without the fear of failure. | | | | | | | | | | | Outcome measure/student voice | | | | | |
|  | Improve attendance figures – link students attendance to success | | | | | | | | | | | Attendance data | | | | | |
| 1. **Planned expenditure** | | | | | | | | | | | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | **Total budgeted cost** | | | | | | | **£163202** | |
| **Action** | | **Intended outcome** | **What is the evidence and rationale for this choice?** | | | | | | **How will you ensure it is implemented well?** | | | | | **Staff lead** | | **Review implementation?** | |
| Additional Teaching Staff | | Ensure small class sizes | Smaller class size equal more quality teacher time and access to the specialist provider | | | | | | Quality Assurance and curriculum planning | | | | | MK | | Spring 1 | |
| Nurture Co-Ordinator | | Ensuring a smooth transition into secondary  Allowing all students to access an appropriately levelled curriculum | Students with specific needs need a tailored curriculum in order to progress, develop and grow as individuals.  One size fits all does not work when dealing with individuals with significant need | | | | | | Quality Assurance and curriculum planning | | | | | SM | | Spring 1 | |
| Accellerated Reading Programme | | Introduction of programmes to ensure students are able to access curriculum content, improve analysis and summary | Students need to be able to access content in order to improve attainment – by improving access to content we are improving confidence, understanding, increasing a student’s skill base and improving engagement | | | | | | Quality Assurance | | | | | KC | | Spring 1 | |
| 1. **Targeted support** | | | | | | | | | **Total budgeted cost** | | | | | | | **£117374** | |
| **Action** | | **Intended outcome** | **What is the evidence and rationale for this choice?** | | | | | | **How will you ensure it is implemented well?** | | | | | **Staff lead** | | **Review implementation?** | |
| Inclusion Manager | | Reduce classroom disruption with targeted intervention  Reduce incidents impacting on T&L | A reduction in classroom disruption will/should result in improved T&L  Improved T&L should improve outcomes | | | | | | Quality Assurance  Staff/student voice  Impact review | | | | | DR | | Spring 1 | |
| Behaviour for Learning mentor | | Reduce disruption, improve focus, behaviour and academic outcomes | Individual and small group Academic tutor will allow for a more tailored approach resulting in better focus, behaviour, outcomes and progress | | | | | | Quality Assurance  Staff/student voice  Impact review | | | | | SMo  SM  DR | | Spring 1 | |
| Student Mentoring Programme | | Identify student need and tailor an individual programme that boosts engagement and attainment | NLC students do not always have the home support that is needed to attain and focus (see demographic). PP students may fall through the gaps – early identification, support and guidance will minimise and close the gaps | | | | | | Quality Assurance and Data trail | | | | | MSB | |  | |
| 1. **Other approaches** | | | | | | | | | **Total budgeted cost** | | | | | | | £52953 | |
| **Action** | | **Intended outcome** | **What is the evidence and rationale for this choice?** | | | | | | **How will you ensure it is implemented well?** | | | | | **Staff lead** | | **Review implementation?** | |
| Attendance Officer | | Improved attendance | Data shows that students who drop below 80% attendance in general achieve on average one full grade lower than their peers. | | | | | | QA  ANTs Meetings | | | | | SM | | Spring 1 | |
| Outside the classroom learning | | Improve aspiration and goals | By giving the students at Netherhall the chance to see life outside of Rawthorpe and Kirklees we are attempting to inspire, engage and force students to aspire beyond their surroundings – by giving the students the opportunity to experience life outside of their normal we intend to | | | | | | QA  Budget monitoring | | | | | MSB  MF | | Spring 1 | |

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| 1. **Additional detail** |
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Budget monitoring