

Pupil premium 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	Sir John Nelthorpe School
Number of pupils in school	739
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr R Biglands, Headteacher
Pupil premium lead	Mr S Howe, Deputy Headteacher
Governor / Trustee lead	Mr R Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,995
Recovery premium funding allocation this academic year	£39,192
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	£186,187

Part A: Pupil premium strategy plan

Statement of intent

Sir John Nelthorpe School has an aspiration for all pupils to reach their true potential regardless of their background.

Quality-first teaching is key to our approach. This is proven to have the greatest effect on diminishing the disadvantage gap and will also benefit all pupils within the school. As a result, our intended outcomes are that the progress of all pupils will continue to improve alongside a faster rate for their disadvantaged peers.

Through this strategy plan there is a focus on the identified challenges to eradicate any gaps in progress and ensure there is exposure to a wide range of enrichment opportunities. Pupils are monitored through regular assessment (academic and pastoral) to ensure support and intervention can take place at the earliest point to address any needs.

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments indicate disadvantaged pupils have lower literacy levels than their peers. The average standardised score for disadvantaged pupils is 98, compared to 106 for their non-disadvantaged peers. This will impact the progress made across all subjects without additional literacy support.</i>
2	Assessments indicate disadvantaged pupils have a lower numeracy level than that of their peers. The current baseline assessment for maths shows an average score of 35.5, compared to 46.2 for their non-disadvantaged peers.
3	Our attendance data over the past 5 years indicates that attendance for disadvantaged has been on average 4% lower than for non-disadvantaged pupils. This reduces their curriculum time and leads to less progress being made.
4	Disadvantaged pupils are particularly affected by restricted personal development as a result of SEMH concerns and lack of wider educational experiences as identified through observations and discussions with pupils and families.

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 literacy levels among disadvantaged pupils to eradicate the gap with their peers	Reading ages for disadvantaged pupils to have improved to be in line with their peers. This will also be recognised through book scrutiny and reading assessments/task outcomes.
Improved numeracy levels among disadvantaged pupils to eradicate the gap with their peers	Progress 8 score for disadvantaged pupils in Maths to be positive, similar to other groups.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall attendance rate for all pupils being 96% or higher, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 2%
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. A reduction in behaviour incidents and safeguarding concerns associated with disadvantaged pupils.

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: £ 9,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Standardised diagnostic assessments to help identify areas of focus for teaching staff and appropriate methods of delivery.</i>	Standardised diagnostic assessments can help to provide effective identification of strengths and weaknesses to ensure the correct additional support is in place through interventions or teacher instruction: EEF evidence to support	1,2
<i>Opportunities for literacy and numeracy pupil development embedded across the curriculum, led by newly appointed Learning Directors of Literacy and Numeracy. This will involve ongoing teacher training and the development of the Learning Resource Centre</i>	Disciplinary literacy is an approach to improving literacy across the curriculum. It is key for all teachers to support vocabulary development to allow for pupils to learn new, more complex concepts in all subjects. Improving literacy in secondary schools	1,2,4

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

Budgeted cost: £ 67,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted pupils taught in small groups by highly skilled, experienced staff to develop literacy through the use of Bedrock Learning Vocabulary Curriculum.</i>	Small group tuition enables the teaching to focus exclusively on a small group of learners. This will target the knowledge gaps and specific needs. Small group tuition evidence	1
<i>Targeted pupils provided with additional support and tuition by Numeracy and Literacy mentors</i>	Small group and one to one tuition is very effective at improving pupil outcomes. It is particularly effective for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is	1,2

	likely to have an impact if explicitly linked with normal lessons. Tuition evidence	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 108,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A Pupil Services Officer has the key focus of attendance and punctuality and implements the new ATTEND framework to improve attendance. Training provided to all staff to implement good practice set out in the DfE attendance advice</i>	The guidance from the DfE has been informed by engagement with schools who have significantly reduced their PA levels. Improving school attendance guidance	3
<i>Counsellor employed to support the emotional wellbeing of all identified pupils to ensure they have the strategies to develop resilience. Drum therapy & Noise Academy is also used as an additional support strategy.</i>	Good mental health and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling and emotional support can be an effective resource. Counselling in schools: a blueprint for the future	3, 4
<i>Nurture group set up aimed particularly at KS3 focusing on developing social skills.</i>	The EEF states that character related approaches can be most effective in improving attainment when they are linked specifically to learning.	3, 4
<i>Provision of extra- curricular activities to raise aspirations and provide a greater educational experience. Funding provided to remove the barrier of cost.</i>	Providing all pupils with these extra curricular activities allows for further development of character traits. These can support improved academic attainment, are valued by employers and can enable children to make a positive contribution to British society. Developing character skills in schools	All

Total budgeted cost: £ 186,187

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.

From GCSE examinations during 2021/22 the Progress 8 gap was -0.19, this had diminished from -0.4 in 2020/21 and from -0.73 in the last externally examined GCSE results 2018/19. Internal assessments have shown that progress has been made by disadvantaged pupils, but this needs to be accelerated to eradicate the gap with their peers. GSCE disadvantaged pupil progress for 'Best English' has improved by 0.81 compared to 2018/19. Similarly in Maths it has improved by 0.56.

Although overall attendance in 2021/22 was lower than in the preceding 5 years at 91.3%, it was still higher than the national average. During this time when all pupils were expected to attend school the absence amongst disadvantaged pupils was 6% higher than their peers. This gap is higher than previous years and this is why attendance is a focus for the current plan, with particular focus on engagement with pupils and families to identify the barriers.

There was an increase in the number of extra-curricular activities and this allowed disadvantaged pupils to engage, although this will be developed further during 2022/23.

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
N/A	N/A