

Pupil Premium Strategy Statement

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	NeneGate School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 22 / 2022- 2023 / 2023 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Governing Body
Pupil premium lead	Emma McMenemy
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	46,886
Recovery premium funding allocation this academic year	0
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	46,886

Part A: Pupil premium strategy plan

Statement of intent

Based on research, including the Education Endowment Foundation ‘The EEF Guide to the Pupil Premium – Autumn 2021’, the NeneGate School strategy commits to the following:

- Appropriate curriculum provision for all students
- High quality teaching for all
- Use of effective and appropriate assessment and provision of remote learning
- Targeted academic support including
- Structured whole-school interventions
- Literacy and numeracy curriculum
- Effective deployment of staff to support social and emotional wellbeing
- Support to develop life skills, social skills and employability skills in order to prepare students for adulthood

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, Emotional and Mental Health</p> <p>Our observations, assessments and data indicate that:</p> <ul style="list-style-type: none"> • There is increased anxiety post - COVID in a cohort with SEMH as the primary need, which has contributed to difficulties with relationships with staff and peers • Poor social and emotional wellbeing can impact significantly on attendance, engagement and feeling safe in school • Loss of self and community identity and a concomitant lack of aspiration and self-worth has increased amongst our cohort • For some students there is a lack of engagement with learning because the focus is on ‘surviving’
2	<p>Cognition and Learning</p>

	<p>Our observations, assessments and data indicate that many PP students have:</p> <ul style="list-style-type: none"> • Low literacy and numeracy skills or a regression in core skills • Gaps in learning • Deficits in focus / concentration • Low cognitive ability • The increasing requirement for a highly bespoke curriculum
3	<p>Communication and Interaction</p> <p>Our observations, assessments and data indicate that:</p> <ul style="list-style-type: none"> • Difficulties in receptive and expressive language lead to challenges during learning activities and in unstructured times • Many students mask their difficulties with receptive language through distraction and dysregulation • Social communication difficulties, particularly when considering preparation for adulthood • There is a high reliance on visual cues and dual coding to access information
4	<p>Physical and Sensory needs</p> <p>Our observations, assessments and data indicate that:</p> <ul style="list-style-type: none"> • Capacity for sensory regulation is low for many students and for many this has been impacted by trauma • It has been difficult for many students to develop age appropriate fine motor skills at different times in education due to gaps in education and a lack of targeted support
5	<p>Factors External to School</p> <p>Our observations, assessments and data indicate that the following are significant barriers for our Pupil Premium students:</p> <ul style="list-style-type: none"> • A lack of parental engagement with school and difficulty supporting their child's SEND, including promoting good school attendance • A lack of external opportunities for families so children do not have the expected range of positive / age-appropriate life experiences • Limited social interactions outside school and over-reliance on technology and a virtual world • The impact of pandemic on family life, including economic and social pressures and strain on inter-familial relationships • Difficulties accessing remote learning due to an unwillingness or inability of families to engage • Vulnerability and SEND of students may lead to Involvement in anti-social behaviour outside school and the associated danger of child criminal exploitation

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
<ul style="list-style-type: none"> Students will feel safe in school and be able to identify and successfully manage their needs 	<p>Improved attendance because needs are being met safely</p> <p>SDQ data demonstrates improved self and teacher scores linked to wellbeing</p> <p>Out of class data demonstrates improved engagement and increased percentage of 'Good' lessons</p>
<ul style="list-style-type: none"> Students will close gaps in learning because of rigorous and personalised interventions and a whole school approach to closing the gap in literacy and numeracy. Staff will have the skills to identify need, assess starting points, deliver interventions and track progress There is a robust, holistic assessment system in place to clearly identify progress 	<p>Intervention and literacy / numeracy tracking indicate improved outcomes in targeted areas</p> <p>Out of class data indicates improved engagement in core subject lessons</p> <p>Staff are up-skilled and delivering targeted interventions which have impact, supported by QA data</p> <p>Evidence for Learning is piloted, evaluated and staff are trained</p>
<ul style="list-style-type: none"> Students, depending on their level of need, are able to identify their needs and co-regulate or self-regulate as required and with minimal impact on the rest of the class or their learning Staff understand sensory processing and integration and can support students effectively Parents are able to understand and support co and self-regulation at home 	<p>Out of class data demonstrates improved capacity to self or co-regulate leading to reduced time outs and more learning time</p> <p>Assessments from targeted interventions indicate progress in this area</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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deliver whole staff CPD on Trauma - Informed practice and work towards TISUK accreditation.</i>	<p>EEF are currently piloting a trauma informed project</p> <p>Trauma Informed Short Term Managed Intervention Centres (2024... EEF (educationendowmentfoundation.org.uk))</p> <p>TISUK provides evidence of efficacy of Trauma informed practice</p> <p>Trauma Informed Schools UK</p> <p>Maslow's hierarchy of needs supports this approach</p> <p>Maslow's Hierarchy of Needs (simplypsychology.org)</p>	1, 4
<i>Whole staff training on in-class adaptation and assessment for learning</i>	<p>EEF Recommendations on supporting effective professional development note the importance of focusing on mechanisms in the classroom (Guidance Report updated October 2021)</p> <p>In addition the EEF report on the best use of teaching assistants notes that they should add value to what the teacher does, hence the need for whole staff training.</p>	1, 2, 3
<i>Staff training on evidence for learning so that there is a holistic, quick, effective means of recording and tracking student progress in order to support effective and efficient planning and feedback.</i>	<p>EEF guidance report on 'Teacher Feedback to Improve Student Learning' (June 2021) notes the need to examine 'opportunity cost' in terms of feedback and any other classroom tasks.</p>	1, 2, 3, 4
<i>Literacy training for all staff to support understanding of processes of learning to read; delivery of</i>	<p>EEF highlights good practice across all Key Stages and also evidences the effectiveness of phonics and SSPs as a means of improving pupil outcomes</p>	1, 2, 5

<p><i>effective interventions, effective classroom adaptation and accelerated outcomes</i></p>	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured Interventions, up to five times per week</i>	EEF Guidance report on 'Making best use of teaching assistants' notes the effectiveness of using TAs to deliver targeted, structured, evidence based interventions	1, 2, 3, 4
<i>1:1 support from TAs and introduction of continuous provision into classroom interventions</i>	EEF Guidance report on 'Making best use of teaching assistants' notes the effectiveness if using TAs to deliver targeted, structured, evidence - based interventions	1, 2, 3, 4
<i>1:1 tutoring</i>	The EEF teaching toolkit notes that 1:1 or small group tuition is effective when targeted and supported with diagnostic assessment. It also notes that due to its effectiveness it should be considered when developing a school's Pupil Premium Strategy	2
<i>Enhanced offer of appropriate provision for the most disaffected students, for example vocational courses with city partners, additional opportunities for music and sports participation</i>	Our attendance data and case studies indicate the positive impact on student engagement, attendance and outcomes that modified, appropriate full time curriculum provision can have.	1, 2, 3

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

Budgeted cost: £16886

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Family liaison officer and DSL time to support parental engagement, improved attendance and improved student outcomes</i></p>	<p>DFE guidance on Attendance (updated September 2021) supports the use of pastoral staff to support families to overcome barriers to learning</p>	<p>1, 2</p>
<p><i>Additional therapeutic support to address the impact of the COVID pandemic on the social, emotional and mental well-being of identified students</i></p>	<p>The Association for Child and Adolescent Mental Health identified the emerging base of evidence for the efficacy of school-based interventions:</p> <p>Skills development for social and emotional literacy, such as the PATHS (Promoting Alternative Thinking Strategies) programme aimed at primary-age children and the Incredible Years programmes for children, parents, and teachers under 12 (Evidence for Impact, 2017)</p> <p>LifeSkills Training, an educational programme aimed at preventing substance misuse and violence (Evidence for Impact, 2017)</p> <p>Cognitive Behavioural Therapy (CBT) for anxiety (Kavanagh et al, 2009; Stallard et al, 2013)</p> <p>Counselling services, such as for mild depression (Cooper, 2013)</p> <p>Bullying prevention, such as Steps to Respect, Olweus and Kiva (Clarke et al, 2015)</p>	<p>1,5</p>
<p><i>Staff, resource and deliver an enhanced PFA and LOTC curriculum to support students who have missed out on careers education and life experiences to be prepared to transition successfully to post-16 education and to support the re-engagement of younger students in education</i></p>	<p>Sutton Trust research demonstrates the need for improved equality of access to careers education for disadvantaged students as a means to supporting wider access to further. higher education</p>	<p>1, 3, 5</p>

Total budgeted cost: £46886

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 2022 to 2023 academic year.

Teaching

CPD has enabled middle leaders to begin to plan ambitious curricula that promote academic success and also develop cultural capital. English, Maths, Science, My Wellbeing, PE, History, Geography and Topic now have detailed long term plans that are as ambitious as the national curriculum

All staff have been trained on sensory integration and sensory circuits has been embedded in school routines. Hub pupils have a varied sensory diet and good practice has been shared with secondary colleagues for further development. Next steps are to embed individual sensory plans.

Two further members of staff have been step - on trained and one further member of staff has been step up trained to ensure that the Therapeutic thinking culture is embedded in school policies and procedures. Next steps are to embed robust monitoring and evaluation to enable targeted support for individual staff members and ensure consistency.

Targeted Academic Support

Reports indicate significant impact on pupil wellbeing from work of two contracted therapists.

Four members of staff have been ELSA trained and ELSA interventions are being planned, delivered and evaluated in line with the school's waved SEMH strategy

Interventions cycles are embedded in Key Stage 3, with data indicating progress towards EHCP targets. Further work needs to be done on ensuring that intervention lessons have a basis of continuous provision. The Hub team have all received training on continuous provision and this is now embedded in the daily curriculum offer.

Wider Strategies

Family Support Officer has led on delivery of parental engagement strategy. This has led to the establishment of a Parent Partnership group, increased attendance by parents at school social events and the delivery of EP led training to support parents in managing pupils' emotional needs.

AP audits have been introduced to improve quality of external provision. Pupils on external provision have increased attendance and engagement and improved outcomes.

School has made significant progress towards the Gatsby benchmarks and 100% of KS4 pupils have had independent careers advice. There is still work to do in terms of employer engagement.

The enrichment curriculum has been developed and there are a wide range of activities that support the development of physical and mental health and cultural capital. 100% of pupils at Key Stages 3 and 4 have engaged in enrichment during the academic year 2022 – 2023. Next steps will be to link this curriculum to Pledges.

PP pupils have been supported to attend all wider curriculum opportunities, including residential visits and day trips across the country.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

