

Pupil premium strategy statement – Dereham Neatherd High School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1137
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jaime Mallett, Headteacher
Pupil premium lead	Hannah Holmes, Assistant Headteacher
Governor / Trustee lead	Ian Osley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,000
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	£228,000

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to raise the achievement of our disadvantaged pupils so that all make better-than-expected progress and achieve highly across the curriculum.

The focus of our pupil premium strategy is to remove the barriers to learning and success, affording disadvantaged pupils the same opportunities as their non-disadvantaged peers.

Key to our strategy is a focus on high-quality teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap. This strategy aims to build upon the work begun in the last strategy, using well-researched methods to develop teaching and learning with a rigorous approach to ensuring effective implementation, including a commitment to high-quality professional development for teaching staff, frequent quality assurance, and evaluation.

Alongside our commitment to continual improvement in teaching and learning, our strategy aims to close the disadvantage gap through effective intervention in literacy and numeracy. At the heart of this is a continued commitment to ensure all pupils reading three years or more below their chronological age receive tailored one to one support through the Thinking Reading program.

In response to lower attendance since the school closures of 2020, and the disproportionate representation of disadvantaged pupils among persistent and severe absentees, this strategy intends to remove barriers to school attendance for disadvantaged pupils and build positive relationships with disadvantaged pupils and their families.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment using a wide range of relevant data, and avoiding assumptions about the impact of disadvantage.

To ensure our approaches are effective, we will continue to place the needs of disadvantaged pupils at the heart of planning and decision-making across the school. We will foster a staff culture in which all staff have high expectations of what disadvantaged pupils can achieve, and all take responsibility for their outcomes.

However, the impact of this pupil premium strategy should not be limited to disadvantaged pupils, as the approaches and activities detailed are intended to benefit all. Particular consideration will be given to the challenges faced by vulnerable pupils such as young carers, those who have a social worker and pupils with English as an additional language.

Challenges

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

Challenge number	Detail of challenge
1	Assessments on entry to Year 7 indicate lower levels of literacy and numeracy among disadvantaged pupils compared to their non-disadvantaged peers. Over the last three years, GL assessments in both English and maths have shown an average 6-point difference between the standardised age scores of disadvantaged and non-disadvantaged pupils. NGRT tests on entry show a significant number of the current year 7 cohort have a reading age 3 years or more below their chronological age. This means they are unable to access the curriculum without significant adaptation. Pupils receiving the pupil premium make up a disproportionate number of these weak readers.
2	Since school closures, attendance has dropped for all pupils and the gap between the attendance levels of disadvantaged pupils and their non-disadvantaged peers has widened. Poor attendance had a significant impact on GCSE outcomes for the 2024 cohort. Currently, there is an 11% gap between the attendance of disadvantaged pupils and their non-disadvantaged peers.
3	Behaviour and sanctions data indicate that a number of our disadvantaged pupils struggle with the organisation and self-regulation required to complete homework effectively. Disadvantaged pupils are three times as likely to receive a sanction for missing homework than their non-disadvantaged peers.
4	Observations and pupil surveys indicate that disadvantaged pupils are missing cultural and social capital development opportunities , exacerbated by school closures and the shutdown of extracurricular activities during the pandemic and recovery. Economic hardship is likely to add further to this opportunity gap.
5	Behaviour data shows that some of our disadvantaged pupils struggle to engage in learning, with disadvantaged pupils currently making up 37% of behaviour incidents logged so far this academic year, despite constituting 24% of the school population. We have observed an increase in Social, Emotional, and Mental Health needs within the Pupil Premium cohort. This includes mental health concerns and school or lesson avoidance.
6	Data from the PASS survey indicates that many underachieving disadvantaged pupils lack confidence in their academic abilities.
7	Outcomes for disadvantaged pupils are lower than those of non-disadvantaged pupils in terms of both attainment and progress. In 2024, there was an average attainment gap of -1.9 in English and -2 in maths, with an overall progress gap of -0.68. Data for the 5-year period from 2019-2023 shows an average attainment gap of -2 in English and -1.6 in maths, with an overall progress gap average of -0.36.

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
GCSE outcomes show that Neatherd is successful in reducing, and often closing the disadvantage gap.	The progress of disadvantaged pupils is consistently well above national averages, with the average Progress 8 score being at least 0 and ideally 0.25. The gap between the progress and attainment of disadvantaged and non-disadvantaged pupils is consistently well below the national average.
Disadvantaged pupils make expected or higher than expected progress throughout their time at Neatherd.	GL assessments and Progress Tests show disadvantaged pupils making rapid progress at least in line with, and often ahead of the levels of progress achieved by their non-disadvantaged peers.
By the end of year 9, there is no gap between the literacy levels of disadvantaged pupils and their non-disadvantaged peers. Every pupil in the school has a reading age that is within 2 years of their chronological age.	GL assessments demonstrate improved literacy among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. GL assessments indicate that, where pupils arrive with lower-than-expected levels of literacy, significant improvement is made to close this gap during Year 7. The Trust review of pupil premium provision finds literacy interventions to be well-coordinated and effective.
Disadvantaged pupils at Neatherd have excellent attendance.	The attendance of disadvantaged pupils meets or exceeds the national average for all pupils. The Trust review of pupil premium provision finds that the attendance protocol and the support provided to disadvantaged pupils and their families are exemplary. Behaviour and attendance data shows that, when disadvantaged pupils are in school, they attend all lessons on time. PASS data and surveys indicate that pupils and parents recognise and value good attendance.
Disadvantaged pupils access and engage with a wide range of extra-curricular and enrichment activities tailored to their needs.	Attendance records at school clubs and societies indicate strong levels of engagement from disadvantaged pupils. Attendance of disadvantaged pupils on educational trips is also high. The Trust pupil premium review recognises that extra-curricular provision is shaped around the needs of disadvantaged pupils, with pupils facilitated and encouraged to access the full range of trips, clubs, and societies open to their peers. Disadvantaged pupils are at least proportionally represented in pupil leadership roles.
Excellent levels of engagement with learning from all pupils, including those who are disadvantaged.	Learning reviews and other observations show sustained and consistent use of Neatherd Nine teaching and learning strategies to engage pupils in their learning. The Trust pupil premium review does not raise any concerns about the engagement of pupil premium pupils in learning. Rewards data shows disadvantaged pupils are engaging with their learning and are being rewarded for that engagement to the same degree as non-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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for teaching staff in the form of coaching using Steplab and departmental curriculum development meetings.	High quality teaching and learning is proven to be the most effective strategy for improving the attainment of all pupils, and particularly those who are disadvantaged. High quality teaching School improvement planning EEF	1, 5, 7
<p>Implementation of a rigorous whole-school reading strategy.</p> <p>Continued use of the Just Reading approach built into the English curriculum.</p> <p>Implementation of the Thinking Reading intervention to provide effective, personalised intervention for struggling readers.</p>	<p>Reading and vocabulary acquisition have proven links with academic success. National Literacy Trust Literacy report 2012 Nagy and Herman 1987</p> <p>Surveys suggest that the amount of time pupils spent reading declined over the periods of school closure and that this decline was most significant among disadvantaged pupils. National Literacy Trust Literacy report 2021</p> <p>There is evidence to show positive outcomes from the 'Just Reading' approach. Just Reading Westbrook et al 2019</p> <p>While English lessons will combine reading aloud, teacher lead reading, and high-quality, structured discussion. EEF Improving Literacy in Secondary Schools</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Evidence of Thinking Reading impact: School Psychology Service</p>	1, 7

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one mentoring meetings with Pupil Premium Year 11 students to support with revision materials, equipment and study skills.	EEF Mentoring EEF Metacognition (specifically recommendation 6)	3, 6, 7
One to one intervention using Thinking Reading to target reading gaps and Catch-Up Numeracy to target mathematics gaps.	Targeting specific needs of low attaining pupils one to one. EEF one-to-one-tuition Catch Up Numeracy programme EEF Catch Up Numeracy Thinking Reading EEF Reading comprehension strategies	1, 7
Targeted academic intervention via Yr11 form time.	EEF extending-school-time Increasing learning time within the school day. Programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits.	7
Targeted small group intervention for underachieving GCSE pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF small-group-tuition	7

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The funding of a full-time attendance officer to work alongside the attendance manager in order to facilitate attendance focused mentoring, home visits for vulnerable pupils on day two of absence, and proactive attendance interventions.	Research published by the DFE indicates the higher a pupil's level of absence, the lower their attainment. DFE Absence and attainment DFE guidance highlights the importance of supportive relationships and early intervention. DFE Improving school attendance Research on the effectiveness of mentoring EEF guidance on mentoring	2

<p>Part funding of a full-time in-school mental health practitioner to support the mental health of vulnerable pupils.</p>	<p>DFE guidance for counselling in school DFE counselling in schools</p>	<p>2, 6</p>
<p>Provision of homework support after school for pupils from all year groups but particularly targeted at disadvantaged pupils in years 10 and 11 where homework completion is a concern.</p>	<p>Homework has a positive impact. Disadvantaged pupils may not all have a quiet space in which to complete homework, so it is important that schools offer homework support. EEF Homework</p>	<p>3</p>
<p>Parental engagement strategy which includes regular parental engagement events and the establishment of a PTA.</p> <p>Funding of a pupil premium key worker to support pupils and families with resources, uniform, trips, accessing parents' evenings.</p>	<p>Parental engagement has a positive impact. It is important to consider how to engage with all parents to avoid widening attainment gaps. EEF Parental Engagement</p>	<p>1, 2, 3, 4, 5</p>
<p>Effective monitoring of attendance at extra-curricular clubs and societies used to ensure equal access for disadvantaged pupils. Development and implementation of a Neatherd 'map of opportunity' setting out a universal enrichment entitlement.</p>	<p>Research suggests more able disadvantaged pupils are more likely to achieve 3 A levels if they have enrichment alongside a high-quality education. Sutton Trust Subject to Background</p> <p>Evidence indicates a link between extra-curricular activity and beyond compulsory education. Social Mobility Commission An Unequal Playing Field</p> <p>Areas such as participation in the arts and in sports are both found by EEF to have a positive impact. EEF Arts Participation EEF Physical Activity</p>	<p>2, 4, 5</p>

Total budgeted cost: £225,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE outcomes for disadvantaged pupils in 2024 show the significant impact of poor attendance on this group. Those with good attendance (just 6 pupils in the cohort of 43) achieved a progress 8 score of -0.62 while those with persistent absence dropped to -0.95 and those with severe absence averaged -1.96. These outcomes reflect concerning attitudes to attendance among the cohort of pupils and their families. Addressing these attitudes and improving the attendance of pupil premium pupils is a significant part of the current school improvement plan.

The disadvantage gap in terms of progress was -0.68, widening from -0.45 in 2023 and -0.2 in 2022. 36% of disadvantaged pupils achieved a pass in English and maths, a drop from 56% in 2023 and 48% in 2022. There were many cohort-specific concerns that resulted in this drop in attainment and progress.

These outcomes highlight the continued necessity of high-quality pastoral support. Of the 10 disadvantaged pupils with the lowest progress 8 scores, 9 lost a significant amount of learning time to internal and fixed term exclusions. Another 5 had serious mental health or safeguarding concerns which limited their attendance.

The implementation of Thinking Reading intervention was too late for most struggling readers in this year group. However, the pupils who did access it gained 1.5 to 2 years in terms of their reading age over two months of intervention, going on to achieve positive progress 8 scores and outcomes including a 3 and a 4 in English.

Data from CAT and GL tests conducted on entry, indicate disadvantaged pupils arrive at Neatherd on average 6 points below their non-disadvantaged peers. GL Progress Tests show that while fewer disadvantaged pupils make expected progress in year 7 (compared with their non-disadvantaged peers), this gap closes as pupils move through the school with disadvantaged pupils matching or overtaking their non-disadvantaged peers in terms of progress by the end of year 9.

The current year 7 cohort have significantly lower literacy levels than previous cohorts. New Group Reading Tests (NGRT) indicate 50 pupils (19 pupil premium) have a reading age that is 3 years or more below their chronological age. Of those, 28 (12 pupil premium) have a reading age 5 years or more below their chronological age. This clearly shows the necessity of a continued commitment to effective literacy intervention in order to close the disadvantage gap.

Externally provided programmes

The school did not use the pupil premium grant to fund non-DfE programmes in the previous academic year.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>We have a dedicated member of staff who contacts every forces family at the start of the year with a letter and survey and holds an informal meeting with each service child half-termly to maintain good communication and ensure we have an understanding of their needs. She also has regular meetings with the Unit Welfare Officer from the barracks. We have set up lunchtime meetings where service children can develop their friendships and have an informal chat with the Support Development Worker from the barracks.</p> <p>We are part of the Armed Forces Covenant. Our dedicated member of staff is also the role of Armed Forces Champion and attends local events to promote our support for Service Pupil Premium.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Service pupil premium pupils are well-settled in school with good friendships. They feel supported by having a dedicated member of staff they can talk to, particularly if a parent is deployed.</p>

Further information

Our pupil premium strategy will be further supported by activity that is not being funded by pupil premium. In particular:

- High-quality professional development for subject leaders
- Improvements to quality assurance through subject leader training, termly progress meetings, rigorous internal subject reviews and Trust-led reviews.
- Continued training for all pupil-facing staff in positive behaviour management and evidence-informed approaches to de-escalating behaviour.

Our pupil premium strategy is informed by thorough annual reviews of pupil premium provision conducted by the Trust, and supplemented by termly meetings with the Executive Lead for Pupil Premium. These meetings, alongside similar Trust reviews, will support our evaluation of progress made and identification of further areas for development.

The 2023 Trust review of pupil premium provision identified the need for subject leaders and departments to understand how our curriculum will disproportionately benefit pupil premium students. Curriculum review is a key objective in the Academy Improvement Plan with Subject Leader meetings and line management meetings used to ensure disadvantaged pupils are at the heart of curriculum planning.

Pupil Premium: our vision and values

The Enrich Learning Trust is committed to raising the achievement of all disadvantaged pupils and to affording them the same opportunities as their peers.

Our staff, governors and trustees have a relentless drive to remove barriers to learning and success, with an ambition of closing all gaps in attainment, attendance and cultural capital. Our work to provide equality of opportunity is at the heart of our core moral purpose as an inclusive and comprehensive family of schools.

Excellence Charter for Pupil Premium

- We have high expectations of all staff and pupils; we will close the attainment gap by applying the latest research so that our pupils achieve better than expected progress during their time in our schools
- Quality First Teaching of a well-sequenced, broad and knowledge-rich curriculum – supported by high quality professional development for all staff – will be the basis of improved performance for all pupils
- Through our curriculum, and where necessary the judicious use of impactful interventions, we will support all pupils to develop high levels of literacy and numeracy
- We will work with our families and communities to understand each child's needs so that we can provide the personalised support necessary for them to be successful learners
- We will provide outstanding pastoral support to ensure that pupils are safe and happy, enjoy coming to school each day, and can be successful learners
- We will build resilience, confidence and articulacy in all pupils
- We will improve pupils' future life chances by providing a thorough careers programme, raising aspirations, and overcoming barriers relating to geographical isolation
- Our long-term strategy for Pupil Premium across our Trust will ensure that our evidence-based, coordinated approach achieves value for money for the public purse and excellent outcomes for disadvantaged pupils

