



Nether Hall School

Use of additional funding (2022-2023)

(Pupil Premium and National Tutoring Program)

Implementation and Impact

24/09/2023

Total additional funding received

Additional Funding 2022-23	Amount received	Provision	Costs
Pupil Premium (PP)	£56265.00	Music therapist 1-1 and group sessions Peripatetic music teacher 1-1 music lessons Peripatetic drumming teacher 1-1 music lessons and group lessons Transport to extra curricular opportunities Attenborough arts, theatre trips, work experience and work place visits. Play therapy Whole school events Remaining salary costs of school led tutoring	£12000 £7000 £3000 £5500 £11000 £1500 £16265
Recovery funding	£42607.00	Aimee music specialist G&T lessons / creativity Wider world – ‘The field’ CPL Additional time for UPS3 Behaviour support teacher Cover for staff – attend Team Teach – behaviour support Salary costs EYFS / Post 16 additional support	£42607
National Tutoring Program (NTP)	£21,150.00	60% towards salary costs of approved school led tutors (Pillar 3 school led tutoring) 1 x L3 (4 days) 1x L3 (2 days)	£21150
Total	£120,022.00		

As stated within the Department for Education (DfE) guidance; schools must use their RP & PP grant in line with the ‘menu of approaches’ set by the DfE. The menu has been developed in line with the Education Endowment Foundation’s (EEF’s) 3-tiered approach to help schools allocate spending across the following 3 key areas:

- support high-quality teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

Pupil premium funding: used to provide additional therapies and music lessons for selected pupils.

Funding provided:

- Music therapy for 10 individual pupils and 2 class groups
- Specialist music lessons 1-1 in piano, strings, voice, and percussion/ drumming for 14 individual pupils
- Specialist group music lesson (Samba) for selected pupils from 4 classes
- Play therapy for 9 pupils, additional support for class staff and training for parents and carers

Impact: Pupils have gained in confidence and self-control, improved their communication skills, prepared for external examination, performed in front of others, used their skills outside of school in the community and work places. The specialist teachers and therapists provide regular reports for pupil's progress.

Pupil premium funding was used to support wider strategies allowing pupils to access extra-curricular opportunities such as lunchtime recitals at Attenborough arts, theatre trips, sporting events, work experience and work place visits. This allowed pupils to experience activities away from the familiar setting, generalise learning in the community, experience enrichment opportunities and to support planning their futures.

Funds also supported a pupil experiencing ongoing difficulties with attending school, providing contact with his teacher and the play therapist within pupil's home.

Recovery Funding: support the quality of teaching, provide targeted academic support, and tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Funds supported:

- A music specialist to provide lessons for individuals and to resource whole school sessions
- 'The field' with improvement and resources providing more opportunities within the Wider World curriculum
- Continuing Professional Learning (CPL) for staff – for example PMLD specialist training
- Additional covered time for UPS3 Behaviour Support Teacher to support teaching staff with strategies
- Cover for all school staff to attend Team Teach training – behaviour support
- Remaining salary costs of school led tutoring for individual / small group support for EYFS and Post 16 pupils (not covered by the NTP grant)

National Tutoring Programme:

Nether Hall chose to use this funding through a school led tutoring approach (Route 3). This allowed us to use the funding more flexibly to better meet the individual needs of our pupils. We achieved this by identifying two Level 3 teaching assistants to complete the non-QTS tutor training and a teacher play therapist the QTS short course. This has allowed us to provide a timetable of one to one and small group tuition to pupils who we have identified as requiring additional support. This additional capacity enabled the delivery of bespoke programmes for named pupils usually in a quiet space off the main classroom. Our rationale for this comes from The Education Endowment Foundation. Their research states: "There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy... As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective." (EEF: Covid-19 Support Guide for Schools)

The school led tutors address any individual pupil barriers identified in school, in line with NTP guidance "For special schools and units, the grant can also be used for tutoring to support catch-up in the broader curriculum, for example practising and consolidating techniques in speech and language". Our tutoring has focussed on academic catch up skills mostly within the Problem Solving and Thinking Skills curriculum, communication skills, interpersonal / relationships, physical development and physio programs, as well as bespoke needs.

The time allocated for the programme allows for over 60 sessions of individual or small group work per week. In addition, support is provided to allow offsite swimming sessions and other teaching staff to provide outreach for a pupil who continue to have difficulties attending school. In total 48 pupils have benefitted from the NTP programme, over 40% of whom are in receipt of Pupil Premium. Progress has been evident for the majority of students with over 75% of pupils receiving NTP tutoring demonstrating improvement from their starting point. Pupils are described as 'more confident' 'calmer', 'more relaxed in themselves' and 'starting to explore emotions. For others, gains in core strength through daily physio programmes has resulted in increased mobility and confidence in movements, evident within school and at home. For other pupils the impact has been seen at home with parents sharing that young people are communicating more and less frustrated as a result. Skills that had reduced are being regained with teachers seeing a wider impact of the 1:1 work with increased confidence in the classroom. Pupils working towards functional skills examination have regained independence and will now work more independently in the classroom. For some pupils, the impact of Covid is long reaching. We continue to have one pupil accessing school via outreach. For others in school the impact of lockdowns is seen with social interaction, self-regulation difficulties and transition challenges. Many of these pupils have progressed but perhaps not as far as we would like. These pupils will continue to be supported through additional funding next academic year. The total cost to the school for the additional NTP support provided this year is approximately £16,300. The positive impact of the scheme is such that we will continue to part fund a tutor throughout the next academic year, in conjunction with funds from the NTP school-led scheme.

Identifying pupils requiring any additional support

Our quality assurance (QA) programme provides a six weekly pupil progress dialogue with the phase leader and class teacher. Pupils of concern are identified and any additional provision or actions are identified and implemented, within our gift. Pupils may be of concern due to not progressing as quickly as we would like academically but equally the concern may be their physical, communication or health needs.

Progress QA meeting	Number of pupils of concern
Autumn 1	34
Autumn 2	30
Spring 1	28
Spring 2	23
Summer 1	22
Summer 2	15

Next steps and planned use of funding for 2023-2024:

- Continue timely identification of pupils not making expected progress 6 Weekly QA pupil progress
- Pupil premium:
Continue provision of therapy support for identified pupils
Continue Music lessons, all pupils able to access specialists as appropriate

Wider strategies: Continue to support the wider curriculum and sporting, cultural and work related opportunities for pupils.
- National Tutoring Programme:

A new NTP tutor has been appointed, she will complete training to start early in the autumn term. (4 days Yrs 1-11, 1 day Post 16)
We will continue to provide additional support for identified pupils.
Government funding 25% / schools contribution 75%.

Appendix A: Menu of approaches

In line with the conditions of grant, any activity that you fund using pupil premium must fall under an approach listed in the table below. When selecting approaches from the menu, you should also consider how you are using the funding to support:

- Effective identification of pupil needs, for example through diagnostic assessment
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

3 tiers Approaches that you could implement

- **High quality teaching**

Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils

Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery-based approaches to teaching or feedback

Mentoring and coaching for teachers

Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)

Technology and other resources that support high quality teaching, for example software to support diagnostic assessment

- **Targeted academic support**

One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)*

Targeted interventions to support language development, literacy and numeracy

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions

- **Wider strategies**

Supporting pupils' social, emotional and behavioural needs

Supporting attendance, including approaches outlined in the working together to improve school attendance guidance

Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips

Extended school time, including for summer schools

Breakfast clubs and meal provision

Communicating with and supporting parents

Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to pupil attainment, for example to meet acute needs around pupil equipment to ensure readiness to learn.

*The National Tutoring Programme (NTP) is funded through the school's budget. Funding can also be drawn from pupil premium. Recovery premium conditions of grant for the 2022/23 and 2023/24 academic years state that schools must not use the recovery premium to meet their portion of the costs of tuition provided through the NTP.