Nether Hall School

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Pupil premium strategy statement
Netherhall Mead Academy 2024-2027

This statement details our academy'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 2025-2026

Detail	Data
Number of pupils in academy 25-26	138
Proportion (%) of pupil premium eligible pupils	42% / 57 Students
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	1/ 2025- 1/ 2028
Date this statement was published	13/1/2025
Date on which it will be reviewed / Reviewed	12/1/2026 : Update 25/26 7/2/2026 update spending plan to 11/5/2026
Date of next Strategy Review	1/2/2027
Statement authorised by	Sarah Naylor
Pupil premium lead	Helen Robinson
Governor / Councillor lead	Richard Power

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25/26	£ 60,205
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 60,205

Part A: Pupil premium strategy plan

Statement of intent

All pupils at Netherhall Mead Academy have an EHCP. Needs are identified on an individual basis in discussion with class, therapeutic, wellbeing and senior leadership teams.

- Provide targeted support to pupils identified within the pupil progress cycle
- Provide therapy for identified pupils
- Support pupils through staff training with a particular emphasis on communication, sensory and therapeutic needs.
- Provide support to allow all pupils to access cultural, sporting and preparing for life opportunities.
- Provide additional support for identified pupils e.g. uniform.
- 1-1 music lessons for identified pupils to provide stretch and talented
- Additional music lessons and opportunities for groups of pupils

Challenges

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

Challenge number	Detail of challenge
1	Severe or Profound and Multiple Learning difficulties: pupil's ability to retain or process information to make progress towards objectives identified in their Education, Health and Care Plan's
2	Speech, Language and Communication needs: pupils' ability to express their needs and interact with others.
3	Social and emotional needs: supporting emotional wellbeing
4	Complex sensory needs: pupils' ability to develop communication, resilience, environmental-tolerance and independence to prepare them for the future
5	Physical needs: pupils require additional resources to develop their fine and gross motor skills
6	Socio-economic contexts: financial challenges impact families leading to reduced enrichment and real-world experiences
7	Preparing for life opportunities: pupils require additional support to develop life skills reflective of their needs.

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
Pupils learn more, do more and remember more relative to their starting points.	Pupils make significant progress from their starting points. Progress is evidenced through Evidence for Learning, progress reviews and annual review meetings. Pupils are well prepared for their next stage and transitions are smooth due to the personalised curriculum. Through observation, staff are confident expressing pupils' engagement in learning and recognise how to move pupils on.
Pupils are supported by a Total Communication approach and are provided with a range of communication systems to aid understanding and to develop expressive communication skills.	Pupils' personalised communication skill development is evidenced through Evidence for Learning, progress reviews and annual review meetings. Staff are confident in the Total Communication approach and AAC.
Provide support for pupils who are identified with complex sensory needs or SEMH. Provide support for pupils who are identified with difficulties with self-regulation.	Incidences of distressed and/or dysregulated behaviour are minimal and have minimal impact on the pupil and others around them. Pupils are supported to regulate, or co-regulate, by trained, confident, empathetic staff. Pupils are supported by a qualified Play Therapist. Pupils use daily, embedded personalised approaches. Pupils can begin to find positive ways to communicate their emotions. Staff at all levels are confident in supporting individual programmes and are consistently effective in doing so. Staff are trained in positive behaviour strategies and are confident in using these.
Pupils physical needs are supported by a range of interventions.	Pupils access a variety of personalised interventions including hydro therapy, rebound therapy and specialist yoga.

	Staff are trained to provide and adapt interventions to meet individual needs. Practice in this area is supported by specialist intervention & joint practice with other professionals e.g. Occupational Therapists, Physiotherapists etc.
Pupils are not impacted by financial disadvantage and learning is enriched by opportunities to learn off-site and engage in community activities.	Pupils generalise their learning and skills in different settings. These include communication, self-regulation, independence, work-related skills in preparation for their futures.

Activity in this academic year 2025-2026

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: £ *3500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Learning opportunities for all staff to support the implementation of evidence-based approaches. CPL: Team-teach Positive Peaceful places, outdoor learning with emphasis on creativity and the Reggio approach	The EEF state that: “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them” and the Department for Education agrees that “The quality of teaching is the single most important in-academy factor in improving outcomes for children, especially for those from disadvantaged backgrounds”. ‘Opportunity for All’ Department for Education Our 5 year plan states the aim to be recognised as a national centre of expertise and excellence. It is vital	1-7

	that we are at the forefront of best practice as a academy for our increasingly complex cohort of pupils. CPL for all staff is strongly routed in evidence-based approaches.	

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

Budgeted cost: £ *35,000 (Play therapist and ½ salary of additional TA) £1700 inclusion*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund a qualified Play Therapist to provide 1-1 sessions for pupils, CPL for staff and support for identified families. To provide guidance with a trauma informed practice including positive peaceful places.	Evidenced from EEF play based Learning and Play Therapy UK: *Supports and focuses on the needs of children and their families.* *Successful when invested in a properly qualified workforce.*	3,4
To provide inclusion and access to offsite learning and additional activities.	Evidenced from EEF: • *to engage in the arts* • *take part in physical activity* • *access work related activities* • *develop pastimes* • *participate with increased independence in the community* • *encourage post academy aspirations* Education Policy Institute: *We know that enrichment, through sports, arts, music or hobbies clubs, is beneficial for children and young people, improving their confidence, social skills, self-esteem, and provides them with new skills and abilities.*	1,2,3, 4,6,7

	Department for Education (publishing.service.gov.uk): *Independent Travel Training is likely to enhance pupils' social and employment opportunities.*	
To provide access to physical activities and therapies. CPL to develop staff knowledge and skills to improve physical and sensory outcomes for individual pupils.	EEF, 2022: *Physical activity has important benefits in terms of health, wellbeing and physical development, but also has been shown to have a small positive impact on academic attainment.* *The EEF reports that pupils from disadvantaged backgrounds may be less likely to be able to benefit from physical activities outside of academy due to the associated financial costs. By providing physical activities and therapies, schools give pupils access to benefits and opportunities that might not otherwise be available to them.*	1,3,4,5,6

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

Budgeted cost: £*20,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition in music	Studies such as Groß, Linden & Ostermann (2010) have found '*Music Therapy can have a clinically significant and positive impact on children's communication development as well as their ability to form positive interpersonal relationships'*	1,2,3,4,6

Total budgeted cost: £60,250

Part B: Review of the previous academic year (2024/25)
Outcomes for disadvantaged pupils

Provision: Specialist Music support

- Specialist music lessons 1-1 in piano, strings and voice for 13 pupils
- Specialist music lessons 1-1 in drumming/ percussion for 16 pupils
- Specialist group music lesson (Samba) targeted individual pupils and all class groups.

Impact:

Pupils have gained in confidence and self-control. They have improved their communication skills, performed in front of audiences, joined external ensembles and used their skills outside of academy in the community.

Opportunities to explore keyboard and string instruments, develop and understand scales, read music and reproduce notes accurately.
Pupils understand that practice leads to mastery of skills.
Pupils develop bilateral hand use.
Pupils with sensory needs develop sustained engagement, stilling, listening, matching, co-working and turn taking skills.
Pupils comment on their playing/ singing providing opportunities to reflect on their own learning outside of the classroom.
Pupils work towards recognised qualifications in music.
Pupils are noticeably calmer and focused during the session and 'reset' after the session.
Pupils transfer skills rapidly between instruments.

Provision: other specialist support 24/25

- Play therapy for 12 pupils, additional support for class staff and training for parents and carers provided.

Impact:

Pupils are happier in class and less prone to emotional outbursts. They engage with play and initiate actions themselves. Eye contact has improved and they are more organised in their thinking. Pupils have been able to explore traumatic events in their lives and discuss feelings in a safe space. For some pupils exploring control,

aggression and conflict is supporting their ability to co and self-regulate outside of the play therapy space.

- Yoga therapy for 7 targeted pupils and 8 classes for autumn term.

Impact:

Pupils have learnt to be quiet and still for relaxation.
Staff report a calming & centring effect the practice has on the pupils.

Older pupils benefit from the peace from otherwise busy days and many show enthusiasm and commitment to the sessions. Pupils are able to practice movements outside of the led sessions.

Pupils are learning to regulate their own bodies in ways that work for them.
Pupils are building strength and coordination.

Provision: support for academy activities- no pupil is impacted by their financial disadvantage

- Orchestra and Opera House visits, Curve performances,
  Demontfort Hall - participation in SEND performances.
  Participation in creative activities at other schools
  Participation in sporting events and team activities.
- Supported work experiences for 22 pupils.
- Travel training for targeted individual pupils.

Impact:

Pupils were able to participate in off-site activities benefiting from experiences that may not otherwise be available to them. They develop confidence and self-esteem from performing in front of others as well as developing communication, social interaction and learning for life skills. Work places can be discovered and future aspirations ignited. Learning to walk safely in the community as well as travelling independently supported pupils to live with greater independence in their futures.

Provision: Additional support for identified pupils

- Individual support for a pupils experiencing extended periods of dysregulation supported by individualised low demand timetables.

Impact:

For pupils whose needs could no longer be fully met within existing class groups, we implemented bespoke arrangements enabling them to maintain engagement in school. This included parttime Alternative Provision alongside school or enhanced in-school support with additional staffing and low-demand, personalised timetables. These measures ensured stability for the identified pupils.