

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Netherhall Learning Campus
Number of pupils in school	737
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	September 2021
Date on which it will be reviewed	January 2023
Statement authorised by	
Pupil premium lead	M Shufflebottom (HS)
Governor / Trustee lead	Geoff Kernan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£399,541
Recovery premium funding allocation this academic year	£106467
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£506008

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the Local Governing Body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

- To ensure Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers.

All staff recognise and accept that the vast majority of pupils' progress comes out of quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking, communication and language skills and clear assessments that support learning.

- To ensure that Pupil Premium children have the same access/opportunities for learning as the rest of the school

Support is given to ensure that all pupils have full access to broad educational experiences, such as trips and enrichment activities.

- To ensure that Pupil Premium children attend school regularly and the level of persistent absence is reduced.

Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to ensure early identification of need.

Challenges

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

Challenge	Detail of challenge
1	Literacy & Numeracy levels
2	Attendance
3	Social, Emotional & Mental Health
4	Access to extended learning opportunities
5	Parental engagement

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
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Data analysis
Improve attendance to national average	Data analysis
Teach First - Progress Cycle CPD run to all staff to ensure quality and consistency across all classrooms	Data analysis – Progress 8 Scores increase All staff utilise the Progress Cycle in all lessons, producing good or better lessons. Pupil Voice – pupils can talk fluently about the Progress Cycle
Bespoke Literacy support programmes run with all KS3 pupils with a reading age of less than 9.8, using “Fresh Start” and “Accelerated Reader” programmes	Analysis of progress via the Accelerated reader programme.
“Success For All” tutoring programme run within subject areas for identified pupils.	Data analysis – Progress 8 Scores increase Barriers to learning and Progress made logged using SIMs Intervention
Increasing attendance at Breakfast Club, extra-curricular activities and Snack Time amongst disadvantaged pupils	Club attendance data analysis Pupil Voice
Narrow the “Digital Divide” by increasing support for all pupils and their families to access and utilise online learning platforms	All pupils with laptop and internet access. All pupils and parent signed up to and ability to access SIMs Student and Parent app – monitored via SIMs Admin.
Develop pupils’ language capability to develop their mathematical thinking and support their reasoning and problem solving abilities.	Key vocabulary is used consistently during the teaching sequence and spelt correctly Modelled mathematical thinking and talking strategies – using prompts to support 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: £196078

Activity	Evidence that supports this approach	Challenged addressed
Teach First - Progress Cycle CPD run to all staff to ensure quality and consistency across all classrooms	<p>Early Years Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>+ 5 months' impact</p> <p>The impact of consistent learning approaches such as the use of the Progress Cycle is an additional five months' progress, on average, over the course of a year.</p> <p>There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).</p> <p>Progress Cycle learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring).</p>	1 & 3

<p>Development of Literacy, with a focus on developing reading and oracy throughout the curriculum via Accelerated Reader - Buy-in and embed Accelerated Reader across KS3 to ensure reading levels increase to allow increased access to the curriculum so they can make good or better progress.</p> <p>Voice 21 - running whole school CPD and supporting groups of staff in delivering and developing oracy within classrooms.</p>	<p>Early Years Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>+ 6 months' impact</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>	1
<p>Increased staffing levels – 6 form entry – 5 extra staff</p>	<p>By reducing class size the intention is to implement all strategies to a smaller audience thus allowing students more access to teacher time. to implement</p>	

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

Budgeted cost: £129118

Activity	Evidence that supports this approach	Challenge number(s) addressed
"Success For All" tutoring programme run within subject areas for identified pupils.	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>+5 months' impact</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>Programmes involving teaching assistants or volunteers can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable.</p>	1,2,3 & 4

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

Budgeted cost: £184563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing attendance at Breakfast Club, extra-curricular activities and Snack Time amongst disadvantaged pupils	A previous EEF impact evaluation showed that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths results by an average of two months' additional progress in Key Stage 1, this result had low to moderate security. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious than what pupils would otherwise have, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour	2 & 3
Narrow the "Digital Divide" by increasing support for all pupils and their families to access and utilise online learning platforms. This is to be used to increase impact of home learning	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>+5 months' impact</p> <p>The average impact of homework is positive across both primary and secondary school. There is, however variation behind this average with homework set in primary school having a smaller impact on average (see below).</p> <p>The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The studies reviewed with the highest impacts set homework twice a week in a particular subject.</p> <p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work (see Feedback).</p>	1 & 4

Total budgeted cost: £509758

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcome This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

	PP		HAPP		MAPP		LAPP	
	P8	A8	P8	A8	P8	A8	P8	A8
2019	-0.88	30.92	-1.47	41.86	-0.85	30.31	-0.13	20.93
2020	-0.04	41.1	-0.02	66.94	0.31	42.16	-0.02	24.75
2021	0.25	39.94	-0.4	55.14	0.23	43.15	0.3	29.14
2022	-0.26	38.35	-0.4	57.92	-0.09	48	-0.33	25.08
2019 vs 2022	+0.62	+7.27	+1.43	+16.04	+0.76	+17.69	-0.2	+4.15
2023 – Aut	-0.54	37.7	-0.22	67.7	-0.47	45.54	-0.7	20.38

	Non PP		HA Non PP		MA Non PP		LA Non PP	
	P8	A8	P8	A8	P8	A8	P8	A8
2019	-0.06	45.06	-0.69	52.65	0.25	43.77	0.02	24.33
2020	0.1	45.55	-0.46	56.43	0.44	49.91	0.52	27
2021	0.55	48.78	1.31	74.5	0.64	50.38	0.89	32.5
2022	+0.09	46	+0.76	72.85	-0.02	47.99	+0.1	30.86
2019 vs 2022	+0.15	+0.94	+1.45	+20.2	-0.27	+3.22	+0.08	+6.53
2023 –Spring	-0.24	46.55	-0.41	64.29	-0.29	47.15	+0.04	30.62

	All		HA		MA		LA	
Gap	P8	A8	P8	A8	P8	A8	P8	A8
2019	-0.82	-14.14	-0.78	-10.79	-1.1	-13.46	-0.15	-3.4
2020	-0.14	-4.45	0.44	10.51	-0.13	-7.75	-0.54	-2.25
2021	-0.3	-8.84	-1.71	-19.36	-0.41	-7.23	-0.59	-3.36
2022	-0.35	-7.65	-1.16	-14.93	-0.07	-0.01	-0.43	-5.78
2019 vs 2022	+0.47	+6.59	-0.38	-4.14	+1.03	+13.45	-0.28	-2.38
2023 Spring	-0.3	-8.85	+0.19	+3.41	-0.18	-1.61	-0.74	-10.24

From the last set of validated data (2019) we have seen a steady improvement within both attainment and progress at the end of Key stage 4

Mid-term Review

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Autumn Term	Reading support programme delivered to targeted Y& Y8 pupils using the "Fresh Start" programme	<p><u>Intent:</u> To raise the reading ages of any pupil with a reading age of 10 or lower</p> <p><u>Implementation:</u> All Y7 & Y8 pupils took a baseline reading age test. Pupils with a lower than expected reading age were grouped and took part in the "Fresh Start" reading programme during their English lessons</p> <p><u>Impact September to January</u> Pupils being retested via NFER online testing Spring 1. Will update</p>	<p>Get all pupils logged on the "Fresh Start" programme on their induction day.</p> <p>Do baseline reading assessment in first week.</p>	<p>Continue using the fresh start programme. Look into other reading programmes to use once fresh start is completed.</p>

Intent:

To give extra, small group or one to one support for those students making less than expected progress

Implementation:

- Staff asked to identify pupils who need support in their subject via tutoring.
- Our staff paid to deliver tutoring out of hours.
- Pupils sign up via SIMs Student app. Parents contacted by teacher and via SIMs Parent app.
- Impact monitored via SIMs Intervention.
- Autumn 2 we are focusing on Non-Core Subjects only.
- 41 sessions delivered per week across Y10 & Y11, split over 13 subjects.
- Sessions take place from 8am to 8:30am or 3pm to 3:30pm

Year Group	Total targetted for at least 1 session	PP	SEN
11	83	35	10 (1E, 9K)
10	78	41	18 (3E, 15K)

- From January, all Core subjects will run sessions for all Y11 pupils.
- Non-Core will continue, but will run 3:30pm to 4pm.

Impact:

Number of pupils attending SFA tutoring			
Year	Overall	PP	SEN
11	73	34	9
10	41	21	8

- **Y11 SFA P8 = 0 compared to overall of P8 = -0.37**

Pupil attendance of targeted pupils was good due to staff contact with home.

Morning sessions still worked well, but after school sessions were more popular with students.

All Y11 pupils to get Core SFA Tutoring sessions in Spring term, 1 session per week, per Core subject.

Attendance to these is monitored and rewarded.

<p>Narrow the "Digital Divide" by increasing support for all pupils and their families to access and utilise online learning platforms. This is to be used to increase impact of home learning</p>	<p>Implementation: 95% of students have access to a laptop and internet. We have provided 468 laptops across the school. 100% of students are signed up to SIMs Student app All Y7 students have received lessons on accessing the school network and all web based learning programs.</p> <p><u>Impact</u></p> <p>Homework completion</p> <ul style="list-style-type: none"> • up from 76% to 78% <p>SFA Tutoring sign up</p> <ul style="list-style-type: none"> • up from 35% to 46% <p>Extra-curricular sign up (including breakfast club and snack time)</p> <p>Increase from Summer 2 to Autumn 2 – (33% increase for PP)</p>	<p>Ensure Y7 have access to SIMs App in first week of term</p> <p>Send out a digital divide questionnaire to parents at the end of Summer term when in Y6.</p>	<p>Promote use of SIMs App more amongst parents and pupils.</p> <p>Have a separate section of the website for SIMs App.</p> <p>Raise awareness of Digital safety via Safer Internet day</p>
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Intent:

To widen the overall school experience for all students to increase engagement and enjoyment, increasing cultural capital for all.

Implementation:

- 53 clubs are offered each week.
- Students sign up to clubs via the SIMs app.
- Breakfast club is offered every day and after school "snack time" is offered 4 days a week, when majority of clubs are offered.

Impact

Autumn

Year	Number in Year	Number attend a club	PP	SEN	Av. Attendance % never attend a club	Av. Attendance % Club attendees
7	157	96 (61%)	42	18 (13K, 5E)	91.36%	96.11%
8	143	63 (44%)	30	14 (13K, 1E)	86.22%	92.97%
9	158	66 (42%)	40	16 (13K, 3E)	89.77%	93.92%
10	147	52 (35%)	21	6 (3K, 3E)	82.61%	94.38%
11	129	75 (58%)	32	5 (4K, 1E)	75.23%	91.74%
Overall	734	352 (48%)	165 (44% of PP)	59 (39% of SEN)	85.99%	93.94%

- Overall attendance to clubs is up on last academic year (45%)
- Attendance to clubs is up in all Year groups, apart from Y10.
- Attendance to clubs appears to have an impact on overall attendance.

Breakfast Club

Tesco now sponsors breakfast club. A £10,000 bid by our community support manger Claire Hartley was successful, to be spent over the next two years.

Promote the signing up for these clubs on the SIMs App more.

Keep the 3pm to 4pm staff slot free for pupil activities, no staff meetings

Extend range of clubs to include outside providers

Promote use of SIMs App more amongst parents and pupils.

Have a separate section of the website for SIMs App.

Day	Average number of pupils
Monday	32
Tuesday	41
Wednesday	44
Thursday	42
Friday	43

Snack Time

Free food is provided for any pupil who wants it from 3:45pm to 4:15pm, following clubs.

Day	Average number of pupils
Monday	112
Tuesday	103
Wednesday	121
Thursday	98

Looking at the impact from clubs in general on attendance, and the current economic crisis, we need to support snack time with further funding.

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	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Spring Term	Reading support programme delivered to targeted Y6 & Y8 pupils using the "Fresh Start" programme	<p><u>Intent:</u> To raise the reading ages of any pupil with a reading age of 10 or lower</p> <p><u>Implementation:</u> All Y6 & Y8 pupils took a baseline reading age test. Pupils with a lower than expected reading age were grouped and took part in the "Fresh Start" reading programme during their English lessons</p> <p><u>Impact Spring term</u> Pupils being retested via NFER online testing Spring 1. Will update New Literacy Lead appointed "Greater Heights" Academy trust coming in to work with new Literacy Lead – May 13th</p>	<p>Get all pupils logged on the "Fresh Start" programme on their induction day.</p> <p>Do baseline reading assessment in first week.</p>	<p>Continue using the fresh start programme. Look into other reading programmes to use once fresh start is completed.</p>

Intent:

To give extra, small group or one to one support for those students making less than expected progress

Implementation:

In response to only small number of pupils accessing Core tutoring last academic year, Core sessions now offered to all students in Y11 on top of the non-core sessions offered as Autumn term.

Subject	Day	Time
Science	Tuesday	2:45pm to 3:30pm
English	Wednesday	2:45pm to 3:30pm
Maths	Thursday	2:45pm to 3:30pm

Sessions run by class teachers. Maths and English are experimenting using the Hall for multiple groups.

Rewards for pupils

- £50 voucher for 90% attendance across Spring term, or money off Prom, leavers hoodie and Year book.
- Qualify for Prom if 80% or above.

Year Group	Total targetted for at least 1 subject	PP	SEN
11	131	60	21
10	78	41	18 (15K,3E)

Impact:

Pupil attendance of targeted pupils was good due to staff contact with home.

Morning sessions still worked well, but after school sessions were more popular with students.

All Y11 pupils to get Core SFA Tutoring sessions in Spring term, 1 session per week, per Core subject.

Attendance to these is monitored and rewarded.

Number of pupils attending SFA tutoring			
Year Group	Overall	PP	SEN
11	120	52	15 (11K,4E)
10	44	24	10 (8K,2E)

Y11 Pupils attending Core SFA						
Week	One Session			All 3 sessions		
	Overall	PP	SEN	Overall	PP	SEN
1	98	46	10(8K,2E)	52	34	10(8K,2E)
2	101	48	10(8K,2E)	55	33	10(8K,2E)
3	101	48	10(8K,2E)	63	37	10(8K,2E)
4	97	46	10(8K,2E)	49	29	10(8K,2E)
5	102	48	9(7K,2E)	65	37	9(7K,2E)
6	101	48	10(8K,2E)	64	37	10(8K,2E)
7	98	46	9(7K,2E)	65	37	9(7K,2E)
8	101	48	10(8K,2E)	64	37	10(8K,2E)
9	96	46	10(8K,2E)	68	37	10(8K,2E)
10	98	48	9(7K,2E)	68	37	9(7K,2E)
11	102	46	10(8K,2E)	64	37	10(8K,2E)
12	87	43	10(8K,2E)	87	45	10(8K,2E)
Average	99	47	10(8K,2E)	64	36	10(8K,2E)

- Y11 SFA P8 = +0.16 compared to overall of P8 = -0.55

<p>Narrow the "Digital Divide" by increasing support for all pupils and their families to access and utilise online learning platforms. This is to be used to increase impact of home learning</p>	<p>Intent: No Pupil at NLC to be disadvantaged in terms of a digital device to work on at home</p> <p>Implementation: 98% of students have access to a laptop and internet. We have provided 568 laptops across the school. 100% of students are signed up to SIMs Student app All Y7 students have received lessons on accessing the school network and all web based learning programs.</p> <p><u>Impact</u> Homework completion</p> <ul style="list-style-type: none"> • up from 76% to 78% <p>SFA Tutoring sign up</p> <ul style="list-style-type: none"> • up from 46% to 74% <p>Extra-curricular sign up (including breakfast club and snack time) Increase from Autumn 2 to Spring 2 – (28% increase for PP)</p>	<p>Ensure Y7 have access to SIMs App in first week of term</p> <p>Send out a digital divide questionnaire to parents at the end of Summer term when in Y6.</p>	<p>Promote use of SIMs App more amongst parents and pupils.</p> <p>Have a separate section of the website for SIMs App. Raise awareness of Digital safety via Safer Internet day</p>
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Intent:

To widen the overall school experience for all students to increase engagement and enjoyment, increasing cultural capital for all.

Implementation:

- 48 clubs are offered each week.
- Students sign up to clubs via the SIMs app.
- Breakfast club is offered every day and after school “snack time” is offered 4 days a week, when majority of clubs are offered.

Impact

Spring

Pupils attending at least one club			
Year	Overall	PP	SEN
7	87	43	13 (10K,3E)
8	62	30	14 (12k,2E)
9	70	39	5 (3K,2E)
10	61	36	8 (5K,3E)
11	81	47	15 (13K, 2E)
Total	361	195	55 (43K, 12E)
% of cohort	49%	51%	62%

- Overall attendance to clubs is up on last academic year (4%)
- Attendance to clubs is up in all Year groups.

Breakfast Club

Tesco now sponsors breakfast club. A £10,000 bid by our community support manger Claire Hartley was successful, to be spent over the next two years.

Promote the signing up for these clubs on the SIMs App more.

Keep the 3pm to 4pm staff slot free for pupil activities, no staff meetings

Extend range of clubs to include outside providers

Promote use of SIMs App more amongst parents and pupils.
Have a separate section of the website for SIMs App.

Pupils attending at least one breakfast club			
Year	Overall	PP	SEN
7	18	11	5 (3K, 2E)
8	14	10	5 (3K, 2E)
9	10	8	2 (2K 0E)
10	8	7	3 (2K, 1E)
11	12	11	4 (3K, 1E)
Total	62	47	19 (13K, 6E)
% of cohort	8%	12%	21%

Snack Time

Free food is provided for any pupil who wants it from 3:45pm to 4:15pm, following clubs.

Average served per week is 496

Day	Average number of meals served
Monday	124
Tuesday	112
Wednesday	145
Thursday	115

Looking at the impact from clubs in general on attendance, and the current economic crisis, we need to support snack time with further funding.

Pupil Voice findings

- Pupils really like our current club offering. (81%)
- Pupils suggested a Rugby club and a Gaming club. All other suggestions we already run.
- The majority of pupils who did not go to a club seemed to believe that all clubs were sports related (62%)
- From pupil voice, increase in "Enjoying school" (Average score out of 10 increased from 7.2 to 8.1)

		<p>"I really enjoy after school clubs, especially being able to get something to eat as well"</p> <p>"Breakfast club helps me start the day the right way!"</p> <p>"Staff are different when you are in a club and I like it."</p>		
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