Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	November 2022
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	£385455
Recovery premium funding allocation this academic year	£106812
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	£492267

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: £186414

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	**Early Years Toolkit | EEF (educationendowmentfoundation.org.uk)** **+ 5 months' impact** 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. 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). 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).	1 & 3

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. Voice 21 - running whole school CPD and supporting groups of staff in delivering and developing oracy within classrooms.	**Early Years Toolkit | EEF (educationendowmentfoundation.org.uk)** **+ 6 months' impact** 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. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. 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. 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.	1
Increased staffing levels – 6 form entry – 5 extra staff	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	

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

Budgeted cost: £223280

Activity	Evidence that supports this approach	Challenge number(s) addressed
"Success For All" tutoring programme run within subject areas for identified pupils.	**Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)** **+5 months' impact** Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. 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. 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.	1,2,3 & 4
Introduce mentoring programmes for all disadvantaged pupils across KS4	**Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)** **+2 months' impact** On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. There are risks associated with unsuccessful mentor pairings, which may have a detrimental effect on the mentee, and some studies report negative overall impacts.	ALL

| | Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.

There is no evidence that approaches with a single focus on improving academic attainment or performance are more effective, programmes with multiple objectives can be equally or more effective. | |

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

Budgeted cost: £120165

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	**Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)** **+5 months' impact** 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). 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. 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).	1 & 4

Total budgeted cost: £529859

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 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

	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

	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

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 Y7 & Y8 pupils using the "Fresh Start" programme	Intent: To raise the reading ages of any pupil with a reading age of 10 or lower Implementation: 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 Impact September to January Y8 – 48% of pupils increased their reading age by over 6 months Y7 – 88% of pupils increased their reading age by over 12 months	Get all pupils logged on the "Fresh Start" programme on their induction day. Do baseline reading assessment in first week.	Continue using the fresh start programme. Look into other reading programmes to use once fresh start is completed.
	Introduce mentoring programmes for all disadvantaged pupils across KS4	Intent: To give one to one mentoring to all PP students in KS4 in order to support them accessing the wide range of opportunities available to increase their engagement and attendance. Implementation: All PP students in Y10 & Y11 have a named mentor 3 tiers of mentoring • Gold (P8 +0.2 and above) = 1 session per 8 weeks • Silver (P8 +0.2 to -0.3) = 1 session per 6 weeks • Bronze (P8 -0.3 and lower) = 1 session per 3 weeks Impact (Summer 2 vs Autumn 2) P8 Score • Y11 is up from P8 = -0.1 to P8 = 0 Careers meeting priority (if required) • 26 pupils prioritised for support Digital device support • 100% of mentored students have access to a laptop and internet (74% received a laptop through school, 5% internet support) Homework completion • up from 73% to 81% SFA Tutoring sign up • up from 21% to 32% of all PP students in Y11 Extra-curricular sign up (including breakfast club and snack time) • up from 32% to 58%	More staff needed to be mentors – has been hard to recruit	Recruit more mentors. Offer mentoring to more pupils.

"Success For All" tutoring pro-gramme run within subject areas for identified pupils.	**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.
	Impact
	SFA Tutoring sign up
	      up from 15% to 34%
	      Pupils attending P8 is up from P8 -0.54 to P8 -0.11		

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	Implementation: All 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. Impact Homework completion • up from 71% to 76% SFA Tutoring sign up • up from 15% to 28% Extra-curricular sign up (including breakfast club and snack time) • Increase from Summer 2 to Autumn 2 – (43% increase for PP)	Ensure Y7 have access to SIMs App in first week of term Send out a digital divide questionnaire to parents at the end of Summer term when in Y6.	Promote use of SIMs App more amongst parents and pupils. Have a separate section of the website for SIMs App. Raise awareness of Digital safety via Safer Internet day (8/2/22)

		Implementation:	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 – Obesity and Inclusivity project from NHS starting 25.1.22 Promote use of SIMs App more amongst parents and pupils. Have a separate section of the website for SIMs App.
	Increasing attendance at Breakfast Club, extra-curricular activities and Snack Time amongst disadvantaged pupils	• 57 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. <u>Impact</u> Breakfast club attendance up 22% Snack Time attendance up 28% Pupils attending sessions (*Some pupils attend a morning and after school club – each session is counted separately) 		Aut 1	Aut 2		Aut 1	Aut 2		Aut 1	Aut 2
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PP	182	201	Y7	68	88	Y10	87	87
SEN	64	64	Y8	85	88	Y11	37	49
EAL	29	29	Y9	107	101	Total	384	412			
Spring Term	**Reading support programme delivered to targeted Y7 & Y8 pupils using the "Fresh Start" programme**	<u>**Intent:**</u> **To raise the reading ages of any pupil with a reading age of 10 or lower** <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** <u>**Impact Spring Term**</u> • Y8 – 48% of pupils increased their reading age by over 6 months • Y7 – Average reading age has increased by 1.4 years since September.	**Get all pupils logged on the "Fresh Start" programme on their induction day.** **Do baseline reading assessment in first week.**	Continue using the fresh start programme. Look into other reading programmes to use once fresh start is completed. Phased return into differentiated curriculum

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.

- 81 sessions being run over Spring term every week across 15 subject areas.

Year	Sessions per week	Number of pupils attending at least one session		
		Overall	PP	SEN
11	53	85	39	14 (10K, 4E)
10	20	61	35	10 (7K, 3E)
9	5	13	7	5 (3K, 2E)
Post 16	3	6	2	0
Total	81	**165**	**83**	**29 (20K, 9E)**

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- Easter revision sessions run. 47sessions over 8 days.

	SFA Easter Revision sessions			
		Number of pupils attending at least one session		
	Number of sessions offered	Overall	PP	SEN
11	27	67	28	4
10	12	46	20	3
Post 16	8	15	7	0
Total	47	128	48	7

Impact

- P8 Score

"Success For All" tutoring programme run within subject areas for identified pupils.

Holiday revision sessions do work and will be attended by pupils

Snack time works well to encourage pupils to stay later after school.

Continue to widen the range of sessions offered across all KS4 & 5.

Plan a May half-term week revision session week, to mirror that done in Easter

		• Pupils who have received tutoring = P8 = +0.29, received none = -0.66
		
		      • Pupils who have received tutoring - increase in average P8 score by +0.21
		
		          • Spring term 2022 = +0.29, Summer term 2021 = +0.08
		
		    • SFA Tutoring sign up
		
		      • up from 28% to 52% of all PP students in Y11		

	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	**Implementation:**
		
		    • All students have access to a laptop and internet.
		
		    • We have provided 523 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.
		
		Impact
		
		    • Homework completion
		
		      • up from 71% to 76%
		
		    • SFA Tutoring sign up
		
		      • up from 28% to 52% of all PP students in Y11
		
		Extra-curricular sign up (see below)
			Get all pupils logged on SIMs Student in week 1 of Y7.
			
			Get all pupils to download the SIMS Student App for their phone.
				Parents event for new Y7 pupils to inform them of the digital platforms we offer.
				
				Help parents get on to SIMs Parent App.

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

	Pupils attending at least one club		
Year	Overall	PP	SEN
7	95	50	10 (9K, 1E)
8	82	50	12 (10K,2E)
9	49	26	13 (11K,2E)
10	43	20	5 (2K, 3E)
11	73	38	3 (3K, 0E)
Post 16	34	6	3 (2K, 1E)
Total	**376**	**190**	**46 (27K, 9E)**
% of cohort	47%	46%	49%

	Pupils attending at least one Breakfast club		
Year	Overall	PP	SEN
7	19	7	8 (6K, 2E)
8	8	7	3 (1K,2E)
9	10	7	4 (2K,2E)
10	8	6	4 (1K, 3E)
11	8	5	4 (4K, 0E)
Post 16	1	1	1 (1K, 0E)
Total	**54**	**33**	**24 (15K, 9E)**
% of cohort	7%	8%	26%

Snack time – An average of 292 meals served per week

Increasing attendance at Breakfast Club, extra-curricular activities and Snack Time amongst disadvantaged pupils

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

Promote use of SIMs App more amongst parents and pupils.

Have a separate section of the website for SIMs App.

	Introduce mentoring programmes for all disadvantaged pupils across KS4	• **Intent:** To give one to one mentoring to all PP students in KS4 in order to support them accessing the wide range of opportunities available to increase their engagement and attendance.
		
		• **Implementation:**
		
		• **All PP students in Y10 & Y11 have a named mentor**
		
		• **3 tiers of mentoring**
		
		       • **Gold (P8 +0.2 and above) = 1 session per 8 weeks**
		
		       • **Silver (P8 +0.2 to -0.3) = 1 session per 6 weeks**
		
		       • **Bronze (P8 -0.3 and lower) = 1 session per 3 weeks**
		
		• **Impact (Summer 2 vs Spring 2)**
		
		• **P8 Score**
		
		       • **Y11 is up by an average of +0.1**
		
		• **Careers meeting priority (if required)**
		
		       • **26 pupils prioritised for support**
		
		• **Digital device support**
		
		       • **100% of mentored students have access to a laptop and internet (74% received a laptop through school, 5% internet support)**
		
		• **Homework completion**
		
		       • **up from 73% to 81%**
		
		• **SFA Tutoring sign up**
		
		       • **up from 28% to 52 % of all PP students in Y11**
		
		Extra-curricular sign up (including breakfast club and snack time)
			More staff needed to be mentors – has been hard to recruit	**Recruit more mentors. Offer mentoring to more pupils.**

| Summer Term | Reading support programme delivered to targeted Y7 & Y8 pupils using the "Fresh Start" programme | **Intent:**

To raise the reading ages of any pupil with a reading age of 10 or lower

Implementation:

- Year 7 Class are currently still finishing the Fresh Start programme and are still following the Accelerated Reader programme.
- They will finish the Fresh Start programme W/C 16/05/2022
- Students will then be phased onto a differentiated version of the curriculum whilst still continuing with the Accelerated Reader programme.
- Students will continue to have 1 hour a week reading intervention with SM.
- Year 8 Class having completed the Fresh Start Programme and are now being phased onto a differentiated version of the curriculum whilst still continuing with the Accelerated Reader programme.
- Students will continue to have 1 hour a week reading intervention with SM.

Impact Summer Term:

- Y8 – 68% of pupils increased their reading age by over 6 months over expected progress.

- Y7 – Average reading age has increased by 1.7 years since September. | | |

"Success For All" tutoring programme run within subject areas for identified pupils.

<u>Intent:</u>

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

<u>Implementation:</u>

- 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.

- 81 sessions being run over Spring term & Summer 1, every week across 15 subject areas.

Year	Sessions per week	Number of pupils attending at least one session		
		Overall	PP	SEN
11	53	85	39	14 (10K, 4E)
10	20	61	35	10 (7K, 3E)
9	5	13	7	5 (3K, 2E)
Post 16	3	6	2	0
Total	81	**165**	**83**	**29 (20K, 9E)**

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- **Easter revision** sessions run. 47sessions over 8 days.

		SFA Easter Revision sessions		
		Number of pupils attending at least one session		
	Number of sessions offered	Overall	PP	SEN
11	27	67	28	4
10	12	46	20	3
Post 16	8	15	7	0
Total	47	128	48	7

- **May half term revision**
- Took place Monday 30th May to Wednesday 1st June (Thursday and Friday were bank holidays)
- BTEC courses complete and only 3 days were available so only 19 sessions were run over 3 days.

		SFA May Half-term Revision sessions		
		Number of pupils attending at least one session		
	Number of sessions offered	Overall	PP	SEN
11	12	36	21	4
10	6	20	12	2
Post 16	1	1	0	0
Total	19	57	33	6

Impact

- P8 Score
  - Pupils who have received tutoring = P8 = +0.32, received none = -0.66
  - Pupils who have received tutoring - increase in average P8 score by +0.24
    - GSCE Results = +0.32 vs Summer term 2021 = +0.08
- SFA Tutoring sign up
  - up from 21% to 52% of all PP students in Y11

| Summer Term | 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 | **Intent:** To give internet and digital hardware access to all PP students so they can use all online tools to support their learning and be able to access SIMs Student

Implementation:

• All students have access to a laptop and internet.

• We have provided 523 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.

Impact

• Homework completion

    • up from 76% to 78%

• SFA Tutoring sign up

    • up from 28% to 52% of all PP in Y11

• Extra-curricular sign up (including breakfast club and snack time)

    • Increase from Autumn term to Summer Term | | |

Summer Term Increasing attendance at Breakfast Club, extra-curricular activities and Snack Time amongst disadvantaged pupils	**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**	

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	Pupils attending at least one club		
Year	Overall	PP	SEN
7	103	54	10 (9K, 1E)
8	82	50	12 (10K,2E)
9	49	32	13 (11K,2E)
10	58	34	5 (2K, 3E)
11	73	38	3 (3K, 0E)
Post 16	34	6	3 (2K, 1E)
Total	**399**	**214**	**46 (27K, 9E)**
% of cohort	48%	47%	49%

	Pupils attending at least one Breakfast club		
Year	Overall	PP	SEN
7	19	7	8 (6K, 2E)
8	8	7	3 (1K,2E)
9	10	7	4 (2K,2E)
10	8	6	4 (1K, 3E)
11	8	5	4 (4K, 0E)
Post 16	1	1	1 (1K, 0E)
Total	**54**	**33**	**24 (15K, 9E)**
% of cohort	7%	8%	26%

Snack time – An average of 328 meals served per week

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

Summer Term	Introduce mentoring programmes for all disadvantaged pupils across KS4	**Intent:**
		
		To give one to one mentoring to all PP students in KS4 in order to support them accessing the wide range of opportunities available to increase their engagement and attendance.
		
		Implementation:
		
		• All PP students in Y10 & Y11 have a named mentor
		
		• 3 tiers of mentoring
		
		    • Gold (P8 +0.2 and above) = 1 session per 8 weeks
		
		    • Silver (P8 +0.2 to -0.3) = 1 session per 6 weeks
		
		    • Bronze (P8 -0.3 and lower) = 1 session per 3 weeks
		
		Impact (Summer 2 2021 vs GCSE Results)
		
		• P8 Score
		
		    • -0.04 for PPC cohort vs school figure of -0.06.
		
		• Careers meeting priority (if required)
		
		    • 26 pupils prioritised for support
		
		• Digital device support
		
		    • 100% of mentored students have access to a laptop and internet (74% received a laptop through school, 5% internet support)
		
		• Homework completion
		
		    • up from 71% to 78%
		
		• SFA Tutoring sign up
		
		    • up from 21% to 65% of all PP students in Y11		

		• Extra-curricular sign up (including breakfast club and snack time) • up from 23% to 68% within the tutored cohort.		