

## Pupil premium strategy statement

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 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	757
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024- 2027
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
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	£443786
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£443786

### Current numbers and distribution

		PP		PP SEN	
Year Group	Total	Number	%	Number	%
7	145	71	49	18 (4E,14K)	25
8	155	75	48	20 (6E, 14K)	27
9	166	80	48	20 (5E, 15K)	25
10	144	72	50	18 (1E, 17K)	25
11	138	69	50	16 (2E, 14K)	23
Overall	748	367	49%	92 (18E, 74K)	25

### Summary of initiatives to support Pupil Premium pupils 2024/25

	PP		Non PP		Gap	
	P8	A8	P8	A8	P8	A8
2019	-0.88	30.92	-0.06	45.06	-0.82	-14.14
2020	-0.04	41.1	0.1	45.55	-0.14	-4.45
2021	0.25	39.94	0.55	48.78	-0.3	-8.84
2022	-0.26	38.35	+0.09	46	-0.35	-7.65
2023	-0.64	33.38	-0.69	40.7	+0.05	-7.32
2024	-0.4	35.06	+0.09	43.25	-0.49	-8.19
2025		37.14		45.14		-8.0
2024 vs 2025		+2.08		+1.89		+0.19

As can be seen from 2024 vs 2025 the gap between PP and Non PP has decreased slightly. Both PP and Non PP showed an overall improvement from 2024, in line with each other. Below is a summary of the initiatives we used in 2024.25 that added this improvement.

**Quality First Teaching** – The “NLC Progress Cycle” has become well established, ensuring consistent, high impact approaches to learning across all subjects. This has been supported by initiatives such as AfL through the use of mini-whiteboards and our Oracy skills program.

**Literacy support** – bespoke literacy support has been in place for all students with reading ages of 9.8 and below. This has seen pupils follow a different pathway from their peers, but then reintegrated into the wider curriculum once their Literacy need is met.

**Careers support** – a careers program is delivered during personal development time as well as through all curriculum areas. Outside agencies are involved from a wide range of local industries so pupil's aspirations are raised and have a clear pathway to Post 16 and beyond.

**Success For All tutoring** – Tutoring offered to all pupils in Y10 & 11 across all subjects. A focus on Core subject from January saw the majority of Y11 attend at least 1 session a week.

**Ready to Attend & Learn program** – we identified and then provided appropriate support for children and families experiencing difficulties in attending schools. Supporting students with equipment and uniform.

**Extra-curricular** – wrap around care is provided via a free breakfast club, over 50 clubs after school and then a snack time club with free food after school. Making school a safe, supportive place that pupils want to attend.

## Part A: Pupil premium strategy plan

### Statement of intent

Success For All goes beyond their time here at NLC. We develop students who are **Ready** to be Ambitious, building Cultural Capital into everything we do, including an extensive extra-curricular and event programme that enables pupils to be prepared for future success. Students who are **Respectful** to themselves and others, instilling self-belief and to develop the skills required to make a positive contribution to the wider and society and become active citizens. Students who show **Resilience** in Life, continuing to have high aspirations for themselves and look for new opportunities to improve themselves throughout their life to enable themselves to **Thrive**.

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	A8 scores are in the top quartile compared to similar schools A8 scores have increased for PP students 4+, 5+ and 7+ grades have increased for PP students
Improve attendance to national average	Attendance levels have increased for PP students to narrow the gap
Teach First - Progress Cycle CPD run to all staff to ensure quality and consistency across all classrooms	All staff utilise the Progress Cycle in all lessons, producing good or better lessons. Pupil Voice – pupils can talk fluently about the Progress Cycle AfL seen as a Clear Strength through QA program logged on Blue Sky, for over 60% of staff.
Bespoke Literacy support programmes run with all KS3 pupils with a reading age of less than 9.8.	Reading ages increase to above 9.8 and then towards chronological age. Less pupils in bespoke + groups
“Success For All” tutoring programme run within subject areas for identified pupils.	Attendance to tutoring sessions increases A8 scores increase
Increasing attendance at Breakfast Club, extra-curricular activities and Snack Time amongst disadvantaged pupils	Club attendance increase amongst PP students, in particular in Breakfast Club and Snack Time
Narrow the “Digital Divide” by increasing support for all pupils and their families to access and utilise online learning platforms	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
Increase attendance at parental events	Data analysis of parental attendance at parental events Parental engagement is over 70% for all parental events.
Pupils can answer “key questions” from SMSC curriculum through the “Thrive” program.	Pupil Voice analysis shows pupils with secure knowledge of British Values Behaviour and Attendance analysis shows improvement in both within PP Students.

## 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: £249083

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, with a clear focus on AfL.	<p><a href="https://www.educationendowmentfoundation.org.uk/early-years-toolkit">Early Years Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>+ 5 months' impact</b></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>	1,2 & 3

<p>Literacy strategy - Whole-school approach; active ingredients for all classes in the school; identifying 'Early Stage' readers on entry; and ensuring struggling readers access high quality targeted literacy intervention.</p> <ol style="list-style-type: none"> <li>1) Prioritise 'disciplinary literacy' across the curriculum</li> <li>2) Provide targeted vocabulary instruction in every subject</li> <li>3) Develop students' ability to read complex academic texts</li> <li>4) Provide high quality literacy interventions for struggling students</li> </ol>	<p><a href="https://educationendowmentfoundation.org.uk">Early Years Toolkit   EEF (educationendowmentfoundation.org.uk)</a>  <b>+ 6 months' impact</b></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>	<p>1</p>
<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>	<p>1 &amp; 3</p>
<p>Development of Personal Development time via "Thrive" to include "Character Development" to develop all pupils' character so they become responsible, respectful and active citizens, underpinned by fundamental</p>	<p><a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>  <b>(+7 months impact)</b></p> <p>1. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	<p>3</p>

<p>British Values. We want our pupils to be happy, healthy, engaged, good listeners, informed, independent, critical thinkers, resilient, ambitious, empathetic, kind, literate, respectful and understanding of others.</p>	<p>2. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>3. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p> <p>4. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p> <p>5. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £157353

Activity	Evidence that supports this approach	Challenge number(s) addressed
"Success For All" tutoring programme run within subject areas for identified pupils.	<p><a href="https://www.educationendowmentfoundation.org.uk/teaching-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>+5 months' impact</b></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: £254880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ready to Attend & Learn program - Identify, deliver and evaluate appropriate support for children and families experiencing difficulties in attending schools. Supporting students with equipment and uniform. This to include bespoke lessons through the Character Education Program to aid a change in mind-set towards school.	<p><a href="#">Metacognition and self-regulation   EEF</a></p> <p><b>+7 months impact</b></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning;</p> <p>metacognition – often defined as ‘learning to learn’; and</p> <p>motivation – willingness to engage our metacognitive and cognitive skills.</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p> <p><a href="#">Supporting attendance   EEF</a></p>	2,3, & 5
Increasing attendance at Breakfast Club, extra-curricular activities and Snack Time amongst disadvantaged pupils	<p>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</p>	2, 4 & 5
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 and the use of the new “Arbor Parent App” to communicate and engage with parents.	<p><a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>+5 months’ impact</b></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</p>	1, 4 & 5

	<p>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>	
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Total budgeted cost: £661315

## 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 2023-24 year.

	PP		Non PP		Gap	
	P8	A8	P8	A8	P8	A8
2019	-0.88	30.92	-0.06	45.06	-0.82	-14.14
2020	-0.04	41.1	0.1	45.55	-0.14	-4.45
2021	0.25	39.94	0.55	48.78	-0.3	-8.84
2022	-0.26	38.35	+0.09	46	-0.35	-7.65
2023	-0.64	33.38	-0.69	40.7	+0.05	-7.32
2024	-0.4	35.06	+0.09	43.25	-0.49	-8.19
2025		37.14		45.14		-8.0
2024 vs 2025		+2.08		+1.89		+0.19

As can be seen from 2024 vs 2025 the gap between PP and Non PP has decreased slightly.

Both PP and Non PP showed an overall improvement from 2024, in line with each other

Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
<p>Teach First - Progress Cycle CPD run to all staff to ensure quality and consistency across all classrooms, with a clear focus on AfL.</p>	<p><b>Continued Professional Development at NLC</b>  CPD at NLC is centred on the following PRAISE guiding principles.</p> <ol style="list-style-type: none"> <li>1. <b>Purposeful:</b> to proactively respond to, and meet the needs of teachers within the context of our school</li> <li>2. <b>Reliable:</b> to provide up to date educational research and promote an evidence informed approach to teaching and learning</li> <li>3. <b>Appropriate:</b> to motivate and engage teachers to drive change in the classroom</li> <li>4. <b>Individualised:</b> to improve teaching ability in relation to career stage and needs as identified through appraisals</li> <li>5. <b>Subject Specific:</b> to develop teacher pedagogy centered on knowledge-rich curriculums that can be embedded through deliberate practice</li> <li>6. <b>Evaluable:</b> to ensure effective and supportive quality assurance processes are in place</li> </ol> <p>CPD at NLC follows a 4-phase cycle and provides opportunities for school leaders, middle leaders and teachers to collaborate effectively to implement change swiftly, whilst ensuring enough time is provided for effective QA processes to take place. We aim to establish systems for long-term continual improvement of the quality of teaching, ensuring that programmes are driven and delivered by school leaders, expert teachers and subject leaders.</p> <p><b>CPD Impact</b>  Whole-school CPD – AFL, Adaptive teaching Oracy, Explicit Teacher Exposition and Effective Questioning</p> <ul style="list-style-type: none"> <li>• Autumn: 93% of staff have rated the CPD programme as having exceeded or met the intended outcome with 75% of staff rating the sessions as having a high immediate impact on their own practice</li> <li>• Summer 100% of staff have rated the CPD programme as having exceeded or met the intended outcomes with 80% of staff rating the sessions as having a high immediate impact on their own practice</li> </ul>		

	<ul style="list-style-type: none"> <li>• Staff identified through QA as requiring further support have been identified rapidly and coaching programmes have been put in place and signposting to our additional CPD offer has led to significant improvements for all staff</li> <li>• 3 staff on informal support plans have either successfully improved their practice and moved off these plans or have chosen to move on</li> </ul> <p><b>Quality Assurance at NLC</b></p> <p>We fundamentally believe that supportive quality assurance processes are the vehicle to driving teacher improvement, and ensuring that all teachers are provided with the tools to be effective practitioners who regularly reflect on their practice and respond positively to constructive feedback. We have implemented a Quality Assurance Calendar which ensures the following QA activities are completed at regular intervals throughout the academic year and opportunities to evaluate the effectiveness of teaching and learning are provided to respond to findings and continue to drive forward Quality of Education at NLC.</p> <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Lesson Visits</li> <li>• Learning Reviews (work scrutiny)</li> <li>• Pupil Voice</li> </ul> <p>Curriculum leaders are empowered to carry out QA activities within their own departmental QA calendar and judgements are moderated through joint QA with the SLT and members of the Teaching and Learning team within school.</p> <p>Our QA findings are used to evaluate the effectiveness of teaching and learning and allow us to identify areas of strength and areas for development across the school, curriculum areas and individual teachers. QA analysis is then used to inform our Continual Professional Development offer to ensure it is relevant to the needs of our teachers as well as signpost to additional CPD and/or coaching and mentoring sessions where necessary. Where underperformance is identified over a sustained period of time through QA, informal support plans are put in place and facilitated by Curriculum Leaders with the support of SLT and members of the T&amp;L Team.</p> <p><b>QA Impact</b></p> <p><b>Focus Areas/Components of the Progress Cycle</b></p> <ul style="list-style-type: none"> <li>• 80% teaching has been judged as a clear strength or developed for embedding our core values of ready, respectful and resilient in lessons</li> <li>• 84% of teaching has been judged as a clear strength or developed for Retrieval</li> <li>• 79% of teaching has been judged as a clear strength or developed for Developing Understanding</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Staff identified through QA as requiring further support have been identified rapidly and coaching programmes have been put in place and signposting to our additional CPD offer has led to significant improvements for all staff</li> <li>• 3 staff on informal support plans have either successfully improved their practice and moved off these plans or have chosen to move on</li> </ul>		
<p>Ready to Attend &amp; Learn program - Identify, deliver and evaluate appropriate support for children and families experiencing difficulties in attending schools. Supporting students with equipment and uniform. This to include bespoke lessons through the Character Education Program to aid a change in mind-set towards school.</p>	<p><b><u>Attendance overview for Spring term:</u></b></p> <ul style="list-style-type: none"> <li>• PP Students = 88.7% (86.5% YTD 2023-2024)</li> <li>• NPP students = 92.1% (92.3 YTD 2023-2024)</li> </ul> <p>In accordance with DfE attendance guidelines (2022) we have successfully increased attendance for Pupil Premium pupils through a range of strategies including (but not limited to)</p> <ul style="list-style-type: none"> <li>• <b>Appointing an attendance team, including strategic lead, attendance officer, manager and APSO (attendance pupil support officer) whose work includes:</b> <ul style="list-style-type: none"> <li>• Building relationships with Pupil Premium children and their parents.</li> <li>• Monitoring pupils with low attendance and working with them to improve.</li> <li>• Understanding the barriers to attendance.</li> <li>• Developing attendance plans for individual pupils.</li> <li>• Analysing school attendance data.</li> <li>• Raise profile of attendance through rewards, competitions, displays, Thrive and assemblies</li> </ul> </li> <li>• <b>Engage directly with families</b> <ul style="list-style-type: none"> <li>• Home Visits</li> <li>• Supportive Phone calls</li> <li>• Family rewards for improved attendance</li> <li>• Subsidised trips (wholly)</li> <li>• Meetings in school</li> <li>• Attendance contracts</li> </ul> </li> <li>• <b>Additional Needs team and External Agencies</b></li> </ul> <p>Weekly meetings of all stakeholders to identify interventions and implement them as appropriate through pyramid of need (SEND, Safeguarding, Pastoral, Attendance, APSO)</p>		

	<p><b><u>Behaviour overview for Spring term</u></b></p> <ul style="list-style-type: none"><li>• PP students = 79 suspensions (53 suspensions YTD 2023-2024)</li><li>• NPP students = 23 suspensions (39 suspensions YTD 2023-2024)</li><li>• As a result of increasing numbers of suspensions, the following strategies have now been put in place to reduce numbers of suspensions moving into the Summer Term:</li><li>• An additional Pastoral Lead was appointed to work solely with Year Group (9) identified as target cohort.</li><li>• Adapted the Internal Isolation offer, to enable students to reflect on their behaviour and add another level of sanction/support to modify behaviour. Now Reflection Unit.</li><li>• Implementation of Internal Alternative Provision has been successfully established to further reduce suspension numbers for key cohort of students.</li><li>• <b>Additional Needs team and External Agencies</b></li></ul> <p>Weekly meetings of all stakeholders to identify interventions and implement them as appropriate through pyramid of need (SEND, Safeguarding, Pastoral, Attendance, APSO)</p>																																																																																															
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Stu- dent	NGRT June 2023	NGRT Sept 2023	NGRT Oct 2023	NGRT Nov 2023	NGRT March 2024	Increase in RA since Sept (months)																																																																																										
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11	6:08	7.05			8:04	11																																																																																										
12	6:08				10:00																																																																																											



	13	7:01	8:00			10:11	34			
	14	7:05	7.1			9:00	23			
	15	7:05	8:05	8:05	8:05	8:04	-1			
	16	7:07	7:09	8:00	8:00	8:04	16			
	17	7:07	8	8:03	8:03	10:00	24			
	Average RA increase (months)						20			
	*8 out of 17 successfully exited the group									
	Year 8									
	Student	NGRT Sept 2023	NGRT Dec 2023	NGRT March 2024		RA increase since Sept				
	1	9:00	9:00	9:05		6				
	2	9:00	10:09			21				
	3	9:00	9:01	9:04		4				
	4	8:10	8:10	13:02		54				
	5	8:04	16:03			95				
	6	7:10	6:00	9:03		17				
	7	7:07	8:10	9:10		27				
	8	6:08	7:09			13				
	9	9	7:09	7:09		-15				
	Average RA increase (months)						24			
	*All successfully exited the group, 5 now accessing bespoke 1 to 1 support									
Actions & Activities	How? What Impact Measures can you report?						Lessons Learned	Next Steps		
Development of Personal Development time via "Thrive" to include "Character Development" to develop all pupils' character so they become responsible, respectful and active citizens, underpinned by fundamental British Values. We want our pupils to be happy, healthy, en-	Impact <ul style="list-style-type: none"><li>We go beyond all statutory requirements in our PD planning, fitting the needs of our pupils and community at the heart of what we do.</li><li>All staff are teachers of Personal Development. Recent staff voice saw 94% of staff seeing P.D. as the a critical part of pupil development and progress. 83% of P.D. lessons observed are developing or better, with 45% a clear strength.</li><li>Pupils want to come to school. Attendance has increased from 88.9% to 90.8% (see full attendance report)</li><li>Pupils want to learn. Attitude to Learning Grades have increased from 81% to 84% Green &amp; Gold. The number of pupils without a C3 has risen from 85.86% to 88.5%(see full behavior report)</li></ul>						Overview sheet aids staff confidence on what the key questions pupils need to know are.	All planning to be done by Thrive Experts from Summer 1 2025 to aid consistency of planning  Develop a CPD program		

<p>gaged, good listeners, informed, independent, critical thinkers, resilient, ambitious, empathetic, kind, literate, respectful and understanding of others.</p>	<ul style="list-style-type: none"> <li>Parents are involved and engaged with the school. 70% of parents attend parent's evenings, all parents have access to day to day communication via the Arbor Parent app. 81% of High School Parents are already on the Arbor app.</li> <li>80% of PD lessons observed are judged secure or better. CPD is provided for all staff on each area of PD.</li> <li>Cultural Capital is developed via extra-curricular opportunities and via trips. <ul style="list-style-type: none"> <li>We offer wraparound care, including a free breakfast club and after school "snack time" club.</li> <li>Over 50 clubs per week are offered to all.</li> <li>60% of our pupils attend at least one extra-curricular club per week, with 58% of those being disadvantaged.</li> </ul> </li> <li>Students are prepared for future success in education, employment or training <ul style="list-style-type: none"> <li>Our NEET figures are lower than LEA and National average (see Destinations Data on website)</li> <li>All of our pupils receive specialised, independent careers advice.</li> <li>98% our pupils experience at least three careers themed extra-curricular events across the academic year.</li> </ul> </li> </ul>		<p>for exiting Thrive Modules, which staff receiving some training prior to the planning stage. – From September 2024.</p>																								
<p>"Success For All" tutoring programme run within subject areas for identified pupils.</p>	<p><b>Success For All Tutoring CORE</b></p> <table border="1"> <thead> <tr> <th></th><th colspan="3">Mean number attending</th></tr> <tr> <th>All (144)</th><th>Overall (144)</th><th>PP (76)</th><th>SEN (26)</th></tr> </thead> <tbody> <tr> <td>English</td><td>80 (56%)</td><td>46 (61%)</td><td>13 (50%) (12K, 1E)</td></tr> <tr> <td>Maths</td><td>79 (55%)</td><td>44 (58%)</td><td>12 (46%) (11K, 1E)</td></tr> <tr> <td>Science</td><td>67 (47%)</td><td>41 (54%)</td><td>12 (46%) (11K, 1E)</td></tr> <tr> <td>Overall</td><td>75 (52%)</td><td>44 (58%)</td><td>12 (46%) (11K, 1E)</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>Attendance to all 3 subjects SFA was down on last academic year by around 4 percentage points</li> <li>Attendance of PP students is in slightly above Year group average. This goes against National trends on after school intervention (EEF 2024)</li> <li>Attendance of SEND students is in slightly above Year group average. This goes against National trends on after school intervention (EEF 2024)</li> </ul>		Mean number attending			All (144)	Overall (144)	PP (76)	SEN (26)	English	80 (56%)	46 (61%)	13 (50%) (12K, 1E)	Maths	79 (55%)	44 (58%)	12 (46%) (11K, 1E)	Science	67 (47%)	41 (54%)	12 (46%) (11K, 1E)	Overall	75 (52%)	44 (58%)	12 (46%) (11K, 1E)	<p>Pupil attendance of targeted pupils was good due to staff contact with home.</p>	<p>Continue to offer SFA tutoring throughout the exam phase</p>
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<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>Impact:</p> <ul style="list-style-type: none"> <li>All pupils received Digital Literacy sessions, bespoke to our pupils needs</li> <li>Arbor app and the use of it are highlighted on our website.</li> <li>All pupils are signed up to the new Arbor Student App.</li> <li>Online safety can be described by all students through PD student voice and assessment.</li> </ul>	<p>Send out a digital divide questionnaire to parents at the end of Summer term when in Y6.</p>	<p>Promote use of Arbor App more amongst parents and pupils.</p>																								

Increasing attendance at Breakfast Club, extra-curricular activities and Snack Time amongst disadvantaged pupils	<b>Comparison to Spring term 2024</b>				Encourage staff to offer a wide range of clubs	Extend range of clubs to include outside providers  Promote use of SIMs App more amongst parents and pupils.  Reward pupils for attendance to clubs.  Offer trips/external experiences via clubs.	
	<ul style="list-style-type: none"><li>• <b>Over 50 clubs offered</b></li><li>• <b>Attendance to clubs up by 6 percentage points</b></li><li>• <b>Attendance to Breakfast Club by 44% (from 61 per week)</b></li><li>• <b>Attendance to Snack Time up by 5 percentage points</b></li></ul>						
	Pupils attending at least one club						
	Year	Overall	PP	SEN			
	7	96	58	18 (16K, 2E)			
	8	93	52	13 (11K, 2E)			
	9	79	47	14 (12K, 2E)			
	10	79	41	12(10K, 2E)			
	11	102	63	13 (11K, 2E)			
	Total	449	261	72 (60K, 10E)			
	% of cohort/Overall	59.40%	58.00%	16%			
	Pupils attending at least one breakfast club club						
	Year	Overall	PP	SEN			
	7	46	31	8 (7K, 1E)			
	8	34	24	7 (6K, 1E)			
	9	31	19	8 (6K, 2E)			
	10	14	9	8(7K, 1E)			
	11	13	7	5 (4K, 1E)			
	Total	138	90	36 (30K, 6E)			
	% of cohort/Overall	18.00%	65.00%	26%			
	<b>Snack time – An average of 482 meals served per week.</b>						
	<b><u>Clubs - Trends over time</u></b>						
	Pupils attending at least one club as percentage of whole cohort						
	Year	Overall	PP	SEN			
Up to Spring 2024 - 25	59.40%	58.00%	16%				
Average 2023 - 24	52.9%	56.8%	15%				

	Average 2022 - 23	48.9%	51.2%	12%
	Average 2021 - 22	45.8%	46.8%	11%
	Average 2020 – 21*	37.8%	21.4%	9%
	Average 2019 – 20*	34.5%	19.3%	9%
	Average 2018 - 19	22.3%	10.4%	4%
	<ul style="list-style-type: none"><li>(*) Disruption due to Covid. Average taken when Covid restrictions were not in place</li></ul>			
	Pupils attending at least one breakfast club per week as percentage of cohort			
	Year	Overall	PP	SEN
	Up to Spring 2024 - 25	18.00%	65.00%	26%
	Average 2023 - 24	10.00%	63.00%	15%
	Average 2022 - 23	9.00%	61.00%	14%
	Average 2021 - 22	8.00%	57.00%	10%
	Average 2020 – 21*	6.00%	57.00%	9%
	Average 2019 – 20*	6.00%	58.00%	8%
	Average 2018 - 19	4.00%	57.00%	8%
	<ul style="list-style-type: none"><li>(*) Disruption due to Covid. Average taken when Covid restrictions were not in place</li></ul>			