

Netherhall Learning Campus Junior School Pupil Premium strategy statement 2023/24 (3rd year of plan)

This statement details our school's use of pupil premium (and recovery 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 Junior School
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25/26
Date this statement was published	November 2025
Date on which it will be reviewed	January 2026 April 2026 July 2026
Statement authorised by	Michael Kent
Pupil premium lead	Zoë Lowe
Governor / Trustee lead	Geoff Kernan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	237890
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	237890

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 number	Detail of challenge
1	Low or poor attendance
2	Readiness for learning - Intergenerational limited aspirations and engagement with education
3	Low attainment in KS1 including lack of early life experiences – access to play, language, books, positive relationships and boundaries
4	Low self-esteem and significant mental health needs
5	Low reading and oracy skills

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
Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers	Progress of PP children is at least in-line with non-PP children with many making accelerated progress
Pupil Premium children have the same access/opportunities for learning as the rest of the school	PP children all accessing trips/visits and sporting opportunities
Pupil Premium children attend school regularly and the level of persistent absence is reduced	Percentage attendance of PP children is broadly in line with non-PP children
Reduce fixed term exclusions	Downward trend and closer/in line with National
Pupil Premium children will make good or better progress in Maths – this will develop language capability and support mathematical thinking for reasoning and problem solving	PP children will develop a love of Maths, engage in lesson built on small steps that follows a coherent approach.

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: £ 68883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received paid-for training to deliver the Read Write Inc Phonics and Fresh Start and Fast Track programme catch up and intervention programme	EEF literacy research "Phonics approaches have been consistently found to be effective in supporting younger readers" – Education Endowment Fund (EEF)	2 & 3 & 5
Develop a love of reading and improve the educational outcomes in Reading narrowing the gap to national standards through high quality teaching of reading and a consistent approach to teaching reading and use of Oracy strategies across the curriculum	"Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction." (EEF)	2 & 3 & 5
Increased staffing levels – to reduce class sizes	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	1,2,3,4 & 5

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

Budgeted cost: £29642

Activity	Evidence that supports this approach	Challenge number(s) addressed
To plan, deliver and evaluate high quality feedback and targeted interventions matched to individual needs.	To use appropriate diagnostics to acutely identify gaps in knowledge/barriers to learning in order to plan high quality interventions matched to individual needs.	2&3 & 5
Provide small group/1-1 support for those identified as causing a concern – including pre-teaching and same day live interventions	From specific diagnostics that accurately identify gaps in knowledge/barriers to learning "Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better" – EEF	2&3 & 5

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

Budgeted cost: £ 166775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Addressing behaviour and attendance through breakfast clubs, CPOMS, Behaviour system, learning mentor and MHST lead.	Data shows that children with better attendance and punctuality make more consistent progress with their learning	1,2, 3 & 4
To meet the SEMH and/or Health needs of all Pupil Premium learners to ensure that they are ready to learn (Learning Mentor, Safeguarding Officer and MHST lead)	Our evidence shows that children with better developed SMEH skills thrive and achieve well.	1,2,3 & 4

Total budgeted cost: £ 265300

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Since September 2012 all schools have been required to publish information on their Pupil Premium funding. The Department of Education issue the Pupil Premium allocation to schools based on 'Ever 6' as of the most recent census. This funding is available for us to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6-year period. For the period 1st September 2020 to 31st August 2021 Netherhall Learning Campus received Pupil Premium funding of £229,000.

Our Pupil Premium initiatives have included:

- Use of the post of pastoral team with a focus on attendance support and SEMH support. To ensure children are in school, ready to learn and able to progress appropriately. Support to remove barriers to effective learning.
- School breakfast club staffing
- Additional staffing to reduce class sizes to enable children to learn in smaller groups
- Fully funding of trips, visits and visitors to school in promotion of inspirational events and experiences, including Year 6 residential visits.
- Develop Nurture provision and support social and emotional development of pupils using a THRIVE approach across school and with qualified THRIVE staff
- Whole staff phonics training including RWI and Fresh start intervention. Key staff release time

Impact Summary 23-24

We have used a tiered approach to learning to meet needs of pupils across school. Using a curriculum arrived at through staff, pupil and parent consultation we deliver a broad and balanced curriculum with a focus on reading, a love of reading and a development of reading strategies including use of VIPERS and a language rich curriculum to help improve our children's cultural capital. We are a VOICE 21 school and are in our first year of having Oracy as a key focus for teaching and learning and CPD.

Funding was used to train staff with THRIVE and enable class profiling alongside bespoke approaches for key children, in order to improve the readiness for learning. We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils and have a robust QA cycle to monitor provision and outcomes and enable early intervention where progress is slower than peers.

Priority 1 – Quality of Teaching for All

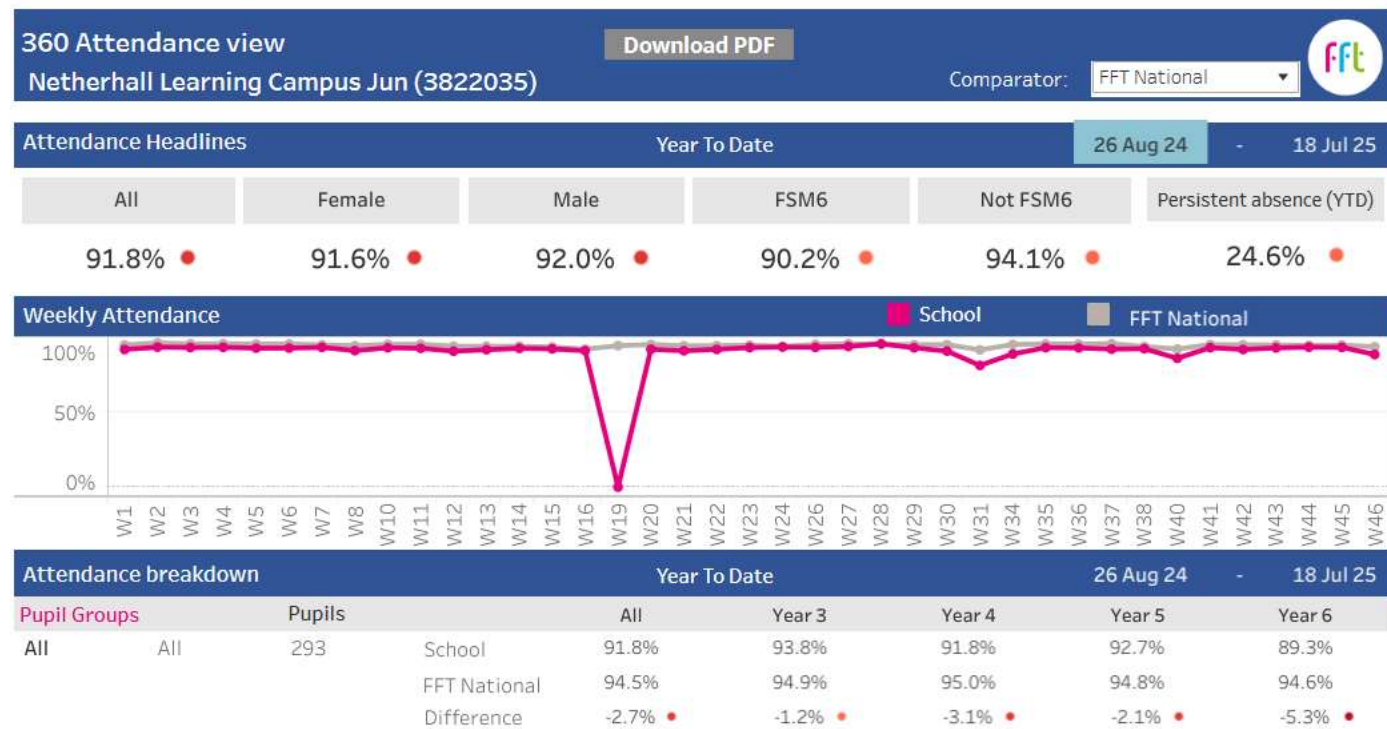
We have a strong pastoral team including Attendance officer, Learning Mentor and Behaviour worker to help remove barriers to school and ensure children are attending school and have the SEMH security to enable them to engage effectively in learning. We employed additional teachers to remove need for mixed age classes and larger (more than 30) class sizes as we recognize that our children learn more effectively in smaller groups with more opportunity for adult support.

Priority 2

We are a fully THRIVE trained school with 5 THRIVE qualified practitioners – the ethos underpins our approach to supporting the SEMH needs of our children to enable them to be effective learners.

We have fully funded all trips, visitors and residential to enable all of our children to have a rich spectrum of experiences that will provide them with language and emotions that they may not normally be exposed to. This is mapped across a broad and balanced curriculum that is regularly reviewed and evaluated based on the needs of our pupils.

Attendance FFT data



SATS outcomes 2025

84 pupils (73 pupils took tests)	Reading <i>National – 75%</i>	SPAG <i>National – 73%</i>	Maths <i>National – 74%</i>	Writing <i>National – 72%</i>
Achieving standard (out of 73 taking tests) 23/24 outcomes	60% 38% GD (68%) (59%)	52% 23% GD (60%) (51%)	52% 25% GD (60%) (50%)	51% (48%)
Average scaled score 23/24 outcomes	104.6 101.35	100.8 100.2	100.6 101.35	
Combined R, W, M <i>National – 62%</i> 23/24 outcomes	School 44% (50%) (40%)			

Summer term review	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
	Addressing behaviour and attendance through breakfast clubs, CPOMS, Behaviour system, learning mentor and MHST lead.	Robust approach to PA including gathering information for holiday fining and getting attendance contracts in place. Increased engagement from families with children who are reluctant to attend and effective working for plans when children are in school in terms of reasonable adjustments to support them accessing school	Consistent approach across campus supports ongoing work effectively	Consider how to manage with LA APSO assigned 25/26
	Ensure all relevant staff (including new staff) have received paid-for training to deliver the Read Write Inc Phonics and Fresh Start and Fast Track programme catch up and intervention programme	Assessments completed throughout year – number of children need direct phonics intervention lessened as they worked successfully through levels at a rapid rate. Small group remained needing phonics and working closely with SENCO and literacy lead, other interventions considered.	Key leader managing assessments and data has helped groups be accurate	Train new Y3 phonics lead and book in development day
	Develop a love of reading and improve the educational outcomes in Reading narrowing the gap to national standards through high quality teaching of reading and a consistent approach to teaching reading and use of Oracy strategies across the curriculum	End of KS2 SATs outcomes improved and evidence is gap closing and boys improving	CLICK and linked literacy work is key	Review CLICK topics and Literacy
	To plan, deliver and evaluate high quality feedback and targeted interventions matched to individual needs.	My happy minds and THRIVE are a key focus of interventions to improve readiness for learning. Reduced number of suspensions and P/T timetables	Staff training and cpd time is important	Managing staff time and timetables and space – to review