

## 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	712
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2023
Date this statement was published	September 2021
Date on which it will be reviewed	November 2021
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	£376,234
Recovery premium funding allocation this academic year	£55825
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<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	£432059

## 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 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.

## 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: £268636

Activity	Evidence that supports this approach	Challenged addressed
<p>Teach First - Progress Cycle CPD run to all staff to ensure quality and consistency across all classrooms</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Early Years Toolkit   EEF (educationendowmentfoundation.org.uk)</a>  <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>	<p>1 &amp; 3</p>
<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. Voice 21 - running whole school CPD and supporting groups of staff in delivering and developing Oracy within classrooms.</p>	<p><a href="https://www.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>	

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

Budgeted cost: £54765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>“Success For All” tutoring programme run within subject areas for identified pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>  <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>	<p>1,2,3 &amp; 4</p>
<p>Introduce mentoring programmes for all disadvantaged pupils across KS4</p>	<p><a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>  <b>+2 months’ impact</b></p> <p>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.</p> <p>There are risks associated with unsuccessful mentor pairings, which may have a detrimental effect on the mentee, and some studies report negative overall impacts.</p> <p>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.</p> <p>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.</p>	<p>ALL</p>

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

Budgeted cost: £72514

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><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">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 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: £395915**

## 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
3 Year Trend								

	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
3 Year Trend								

	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

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.

Mid-term Review

	<b>Actions &amp; Activities</b>	<b>How? What Impact Measures can you report?</b>	<b>Lessons Learned</b>	<b>Next Steps</b>																																			
<b>Autumn Term</b>	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 &amp; 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> Y8 – 48% of pupils increased their reading age by over 6 months Y7 – 88% of pupils increased their reading age by over 12 months</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>	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	<p><u>Intent:</u> 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.</p> <p><u>Implementation:</u> All PP students in Y10 &amp; Y11 have a named mentor 3 tiers of mentoring</p> <ul style="list-style-type: none"> <li>Gold (P8 +0.2 and above) = 1 session per 8 weeks</li> <li>Silver (P8 +0.2 to -0.3) = 1 session per 6 weeks</li> <li>Bronze (P8 -0.3 and lower) = 1 session per 3 weeks</li> </ul> <p><u>Impact (Summer 2 vs Autumn 2)</u> P8 Score</p> <ul style="list-style-type: none"> <li>Y11 is up from P8 = -0.1 to P8 = 0</li> </ul> <p>Careers meeting priority (if required)</p> <ul style="list-style-type: none"> <li>26 pupils prioritised for support</li> </ul> <p>Digital device support</p> <ul style="list-style-type: none"> <li>100% of mentored students have access to a laptop and internet (74% received a laptop through school, 5% internet support)</li> </ul> <p>Homework completion</p> <ul style="list-style-type: none"> <li>up from 73% to 81%</li> </ul> <p>SFA Tutoring sign up</p> <ul style="list-style-type: none"> <li>up from 21% to 32% of all PP students in Y11</li> </ul> <p>Extra-curricular sign up (including breakfast club and snack time)</p> <ul style="list-style-type: none"> <li>up from 32% to 58%</li> </ul>	More staff needed to be mentors – has been hard to recruit	Recruit more mentors. Offer mentoring to more pupils.																																			
	"Success For All" tutoring programme run within subject areas for identified pupils.	<p><u>Intent:</u> To give extra, small group or one to one support for those students making less than expected progress</p> <p><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.</p> <p><u>Impact</u> SFA Tutoring sign up up from 15% to 34% Pupils attending P8 is up from P8 -0.54 to P8 -0.11</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><u>Implementation:</u> 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.</p> <p><u>Impact</u> Homework completion</p> <ul style="list-style-type: none"> <li>up from 71% to 76%</li> </ul> <p>SFA Tutoring sign up</p> <ul style="list-style-type: none"> <li>up from 15% to 28%</li> </ul> <p>Extra-curricular sign up (including breakfast club and snack time)</p> <ul style="list-style-type: none"> <li>Increase from Summer 2 to Autumn 2 – (43% increase for PP)</li> </ul>	<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 (8/2/22)</p>																																			
	Increasing attendance at Breakfast Club, extra-curricular activities and Snack Time amongst disadvantaged pupils	<p><u>Implementation:</u></p> <ul style="list-style-type: none"> <li>57 clubs are offered each week.</li> </ul> <p>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.</p> <p><u>Impact</u> Breakfast club attendance up 22% Snack Time attendance up 28%</p> <p>Pupils attending sessions (*Some pupils attend a morning and after school club – each session is counted separately)</p> <table border="1"> <thead> <tr> <th></th> <th>Aut 1</th> <th>Aut 2</th> <th>Y7</th> <th>Aut 1</th> <th>Aut 2</th> <th>Y10</th> <th>Aut 1</th> <th>Aut 2</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>182</td> <td>201</td> <td>68</td> <td>88</td> <td>88</td> <td>87</td> <td>87</td> <td></td> </tr> <tr> <td>SEN</td> <td>64</td> <td>64</td> <td>85</td> <td>88</td> <td>88</td> <td>37</td> <td>49</td> <td></td> </tr> <tr> <td>EAL</td> <td>29</td> <td>29</td> <td>107</td> <td>101</td> <td>101</td> <td>384</td> <td>412</td> <td></td> </tr> </tbody> </table>		Aut 1	Aut 2	Y7	Aut 1	Aut 2	Y10	Aut 1	Aut 2	PP	182	201	68	88	88	87	87		SEN	64	64	85	88	88	37	49		EAL	29	29	107	101	101	384	412		<p>Promote the signing up for these clubs on the SIMs App more.</p> <p>Keep the 3pm to 4pm staff slot free for pupil activities, no staff meetings</p>
	Aut 1	Aut 2	Y7	Aut 1	Aut 2	Y10	Aut 1	Aut 2																															
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Spring Term				
Summer Term				