

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 (3 year plans are recommended)	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	£428430
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	£428430

Current numbers and distribution

Year Group	Total	PP		PP SEN	
		Number	%	Number	%
7	156	75	48	21 (17K, 4E)	28
8	163	82	50	20 (13K, 7E)	24
9	147	78	53	22 (17K, 5E)	28
10	141	71	50	15 (13K, 2E)	21
11	150	81	54	22 (18K, 4E)	27
Overall	755	387	51	100 (78K, 22E)	26

Summary of initiatives to support Pupil Premium pupils 2023/24

From the last set of validated data (2023) we have seen a steady improvement within both attainment and progress at the end of Key stage 4. Below is a summary of the initiatives we used in 2023.24 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 Consolidation and Assessment weeks, which have allowed pupils to develop their “How to learn” skills.

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.

Digital Divide – all pupils in need of a digital device have one supplied.

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.

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: £232531

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, with a clear focus on AfL.</p>	<p>Early Years Toolkit EEF (educationendowmentfoundation.org.uk) + 5 months' impact</p> <p>The impact of consistent learning approaches such as the use of the Progress Cycle is an additional five months' progress, on average, over the course of a year.</p> <p>There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).</p> <p>Progress Cycle learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring).</p>	<p>1,2 & 3</p>

<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"> 1) Prioritise 'disciplinary literacy' across the curriculum 2) Provide targeted vocabulary instruction in every subject 3) Develop students' ability to read complex academic texts 4) Provide high quality literacy interventions for struggling students 	<p>Early Years Toolkit EEF (educationendowmentfoundation.org.uk) + 6 months' impact</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>	<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 & 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 British Values. We want our pupils to be happy,</p>	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) (+7 months impact)</p> <ol style="list-style-type: none"> 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>3</p>

<p>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: £147496

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

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

Budgeted cost: £258325

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, 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	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>+5 months' impact</p> <p>The average impact of homework is positive across both primary and secondary school. There is, however variation behind this average with homework set in primary school having a smaller impact on average (see below).</p> <p>The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The studies reviewed with the highest impacts set homework twice a week in a particular subject.</p> <p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work (see Feedback).</p>	1, 4 & 5

Total budgeted cost: £638352

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		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
2023	-0.64	33.38	-0.71	63.21	-0.67	43.69	-0.54	21.67
2024	-0.4	35.06	-1.09	55.06	-0.61	38.92	-0.03	26.49
2023 vs 2024	+0.24	+1.68	-0.38	-8.27	+0.06	-4.77	+0.51	+4.82

	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
2023	-0.69	40.7	-0.96	58.4	-0.64	43.87	-0.69	24.47
2024	+0.09	43.25	-0.59	55.8	+0.07	47.59	+0.29	27.72
2023 vs 2024	+0.78	+3.35	+0.37	-2.6	+0.71	+3.72	+0.98	+3.25

Gap	All		HA		MA		LA	
	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
2023	+0.05	-7.32	+0.2	+4.81	-0.03	-0.18	+0.15	-2.79
2024	-0.49	-8.19	-0.5	-0.74	-0.67	-8.67	-0.32	-1.23
2023 vs 2024	-0.54	-0.87	-0.7	-5.55	-0.64	-8.49	-0.47	+1.5

As can be seen from 2023 vs 2024 the gap between PP and Non PP has widened.

Both PP and Non PP showed an overall improvement from 2023, more significantly with Non-PP.

Very positive for both with LA. Non PP showed good progress with MA and HA.

PP HA is low due to pupil absence. In a group of 9 pupils, 2 did not attend school during Y11 and did not do a full suite of subjects. They accounted for a P8 score of -6.04. Without these pupils the P8 for PP HA would have been -0.53 which is better than the 2023 P8 score.