

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)	2025- 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 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	£445320
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	£445320

Current numbers and distribution

		PP		PP SEN	
Year Group	Total	Number	%	Number	%
7	139	75	54	20 (14K, 6E)	27
8	145	75	52	13 (9K, 4E)	17
9	168	87	52	19 (15K, 4E)	22
10	145	79	54	21 (19K, 2E)	27
11	131	70	53	14 (14K, 0E)	20
Overall	728	386	53	87 (71K, 16E)	26

Summary of initiatives to support Pupil Premium pupils 2024/25

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 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 Consolidation and Assessment weeks, which have allowed pupils to develop their “How to learn” skills. There has been a focus on the use of AfL and the Developing Understanding phase.

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. There is also a focus on Oracy within the classroom and the introduction of the “Listening Ladder” to support this.

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.

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.

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

Part A: Pupil premium strategy plan

Statement of intent

The focus of our Pupil Premium (PP) strategy is to support disadvantaged pupils, including those identified as PP and SEND or PP students with English as Additional Language, with acquiring skills and knowledge which enable them to be successful within the Modern British Society and transition into the next stage of their life, whether that be education, employment or training.

High-quality teaching is at the heart of our approach, with a focus on the ruthless prioritisation of the Pupil Premium cohort through personalised planning, high levels of challenge, support, skilful questioning and impactful marking and feedback. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time it will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We recognise that in addition to quality first teaching, enrichment opportunities and opportunities to develop Cultural Capital are also key to the learning of young people and in shaping them to be well-rounded individuals. This is supported by a highly effective Personal Development provision. Through a range of enrichment opportunities outside of the classroom, skilfully mapped opportunities for the development of Culture Capital within the Curriculum Mapping documentation across all subject areas and a highly responsive RSHE/PSHE curriculum, young people, and in particular those from disadvantaged backgrounds, are immersed in experiences that prepare them to be successful in life after secondary education.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure our strategies are effective, we will:

- ensure disadvantaged pupils are challenged in their learning both inside the classroom and through home learning opportunities;
- ensure a range of opportunities are available for the disadvantaged cohort to support them with broadening their experiences outside of the classroom through high quality enrichment activities;
- ensure through high quality teaching and assessment, gaps in learning are identified quickly and addressed strategically within the classroom and where appropriate, through school-led tutoring;
- ensure teachers of all subject areas are in receipt of high quality CPD and possess the tools and knowledge to support and challenge disadvantaged learners with making rapid gains in progress, particularly in relation to the development of literacy;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve; this is reinforced through the academy's appraisal system and also outlined within the Academy's Development Plan (ADP).

Success For All goes beyond a student's time 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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

	Challenge	Detail of challenge
1	Reading, Writing and Comprehension	Assessments of Key Stage 3 students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects. On entry to year 7 in the last 3 years, around 48% of our disadvantaged students arrive below age-related expectations compared to 28% of their peers.
2	Mathematics and Numeracy	Assessments of Key Stage 3 students indicate that disadvantaged students generally have lower levels of mathematical skills and knowledge than their peers. Our disadvantaged students on entry have a lower KS2 score on entry within mathematics in comparison to students nationally. This can impact their ability to progress across multiple subjects.
3	Attendance and Punctuality	Many of our most disadvantaged students have either lower levels of attendance or have been persistent absentees at primary school.
4	Behaviour and Conduct	A very small proportion of disadvantaged Key Stage 3 students demonstrate that they find it challenging to self-regulate their behaviour and consequently this could potentially have a detrimental effect on their academic progress.
5	Limited enriching experiences outside of the academic curriculum.	Social assets such as ability to communicate effectively, resilience, leadership abilities, emotional intelligence, respect, understanding the value of celebrating and embracing differences and physical presentation are enhanced through raising students' Cultural Capital. This is essential for students to flourish, and it is a process that can span years.
6	Low aspiration for progression to Post-16, training, university and employment.	Our most disadvantaged students often come from families with no history of university attendance or experience of higher education, consequently, the support from parents/carers can be limited. For this reason, they often need tailored support through Key Stage 3 and 4 to ensure that they are fully equipped and confident to be successful in their next stage of education, employment or training
7	Pupil Premium with Special Educational Needs	A high proportion of our SEND students are also Pupil Premium and many of these have cognitive and learning needs or SEMH needs. It is essential that the school continues to have in place appropriate mechanisms to: - support the

		transition of these learners from primary to secondary education; - ensure ongoing personalised support is in place in order for these learners to accelerate within the curriculum provision; - ensure a bespoke careers provision supports these learners in their next stage of education, employment or training.
8	Parental engagement	A high proportion of disadvantaged families have a negative view of school and education. Due to this they often do not communicate and engage with school on a regular basis. This leads to disadvantaged students not engaging with school systems and missing out on some trips and events.
9	Limited access to extended learning opportunities	Disadvantaged students are 84% less likely to receive any tuition outside the classroom and any support with home learning. This results in these students doing less learning outside the classroom and therefore their overall attainment being effected by as much as 2 grades in some subjects.

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
Disadvantaged students make strong academic progress and achieve significantly above non-disadvantaged students nationally.	<ul style="list-style-type: none"> • By the end of the current plan in 2027/28 over 80% of KS4 students will continue to study the EBacc subjects. • Disadvantaged students to continue to make clear and sustained progress over time gaining the knowledge and skill they need to succeed in the next stage of their education, employment or training. • Disadvantaged students achieve significantly above national average in comparison to the non-disadvantaged cohort. 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 • All disadvantaged students to be proportionally or more involved in targeted SFA tutoring and homework completion, including the use of the SPARX program.
Disadvantaged students have excellent levels of attendance and punctuality.	<ul style="list-style-type: none"> • A sustained high attendance year on year for our disadvantaged cohort of above national average, this will be complemented by a reduction in Persistent Absentees (PA) and Severely Absent students (SA). PA and SA percentage to be better than national average. • Reduce the gap between disadvantaged students and their peers.
Disadvantaged students are emotionally mature and exhibit positive behaviours.	<ul style="list-style-type: none"> • Reduction in all year groups for students accessing isolation from the previous year. • Reduction in exclusions of students in all year groups from previous year. • Exclusions to be below the national average.

	<ul style="list-style-type: none"> • Pupil Voice analysis shows pupils with secure knowledge of British Values • Behaviour and Attendance analysis shows improvement in both within PP Students.
A strong proportion of disadvantaged students secure their place at College or an equivalent studying appropriate qualifications and 0% of disadvantaged learners becoming NEET.	<ul style="list-style-type: none"> • The percentage of disadvantaged students who progress to College increases year on year. • Decrease in NEET students, especially those deemed as disadvantaged.
All disadvantaged students to be involved in exceptional enrichment opportunities across all years. Cost should never be a barrier.	<ul style="list-style-type: none"> • All disadvantaged students to be proportionally or more involved in the wider life of Netherhall. This includes: <ul style="list-style-type: none"> ○ Student Council ○ Trips or visitors ○ Extra-Curricular ○ Rewards events ○ Success for all tutoring ○ Careers related opportunities ○ Breakfast and Tea-time club ○ Music Lessons
Parents of disadvantage students to be in regular contact with school via use of the Arbor Parent app and via attendance to in school parental events.	<ul style="list-style-type: none"> • At least 90% of disadvantaged parents logged on and regularly using the Arbor app. • At least 75% of disadvantaged parents attending at least one parental event a year.

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: £473864

Activity	Evidence that supports this approach	
<p>Continuous Professional Development and training</p> <ul style="list-style-type: none"> • Regular department meetings focus on the quality of teaching and learning within subject area. • Teach First - Progress Cycle CPD run to all staff to ensure quality and consistency across all classrooms, with a clear focus on AfL and oracy. • Exam board training is completed in each department with online webinars or face to face CPD. • Our appraisal structure holds staff to account on the quality of their teaching over time. • External online training is completed by all staff on key areas of safeguarding through My eLearning Platform. • Extra Maths CPD is undertaken by the Maths department to support the teaching of mastery. • Staff CPD around the SEND-Think 5 strategy based upon the EEF guidance for SEND. • Staff CPD around the Pupil Premium First strategy is based upon the EEF guidance around the effective use of the PP funding. • A key focus of teaching and learning will be around metacognition strategies. • Most of the English department, HLTA's and ETA's are Ruth Miskin/Phonics trained to support with the delivery of interventions but also to aid their delivery of the curriculum for the very weakest. • The very weakest readers are supported through the delivery of Read, Write inc. and the READ programme. Teaching and non-teaching colleagues delivering this intervention are continuously developed in their understanding of the programme and delivery of resources. • Specific CPD delivered on the implementation of metacognitive strategies. • Teaching and Learning celebration event focusses on evidence lead strategies. • Arbor training for all admin staff and SLT. 	<p>We invest in our staff and train them to become effective classroom practitioners. We use the latest evidence-based research to inform our methods of teaching to ensure learning is maximised.</p> <p>Our work and methodologies are supported by the EEF.</p> <p>EEF Professional Development Guidance Report Effective Professional Development EEF</p> <p>Click here to access the EEF guidance on the use of the Pupil Premium funding. The EEF Guide to the Pupil Premium EEF</p> <p>The SEND strategy is based upon the EEF guidance around SEND click here to access the EEF guidance. SEND Review - trial EEF</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Click here to access the EEF guidance on Metacognition. Metacognition and self-regulation EEF</p> <p>Click here to access the impact of Ruth Miskin Read, Write Inc. - Read Write Inc. Phonics and Fresh Start - trial EEF</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>It is 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>1, 2, 4, 7 & 8</p>

	<p>Progress Cycle learning is 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>Recruitment and retention of staff</p> <ul style="list-style-type: none"> • Additional staff are recruited in English, Maths and Science as well as other key areas. This facilitates the creation of small intervention classes. • Recruitment of additional SEND team has ensured additional capacity to support the SEND cohort as well as support for teachers and families. These roles also provide a clear staff retention strategy for colleagues in SEND. • Recruitment of a HLTA to support high quality teaching for the most vulnerable PP SEND students. • The recruitment of general teachers and the retention of cover teacher. • Development of cover teacher role through effective CPD linked to curriculum areas, to ensure high quality teaching and learning for all pupils, including PP students, • Recruitment of non-teaching pastoral team to support PP and SEND students. 	<p>High quality, personalised Wave 1 teaching is the most impactful for the support of disadvantaged students. Having highly effective teachers in front of each student, who has greater time to spend with each student accelerates progress.</p> <p>Click here to access the EEF report on the impact of reducing class sizes. Reducing class size EEF</p> <p>Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. How to manage change and reduce workload in your school (publishing.service.gov.uk)</p>	<p>1, 2, 4, 6 & 7</p>
<p>Reading and Vocabulary</p> <ul style="list-style-type: none"> • Forensic Reading Programme to support students accessing high level text and resources to build their Cultural Capital and vocabulary. • 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. <ul style="list-style-type: none"> ○ Prioritise 'disciplinary literacy' across the curriculum ○ Provide targeted vocabulary instruction in every subject ○ Develop students' ability to read complex academic texts ○ Provide high quality literacy interventions for struggling students • NGRT reading tests are used to carry out reading assessments twice a year for year 7, 8 and some year 9 students. • The Read programme is used as a teaching and learning strategy to support teachers with personalising reading materials and performance, based on reading ages. • The school reading strategy is based upon the EEF guidance. • Most of the English department, the HLTA and some year 7 Form Tutors are Ruth Miskin trained to support with the delivery of the Voice21, Ruth Miskin interventions but also to aid their delivery of the curriculum for the very weakest. • Colleagues responsible for delivering the intervention have also received training and the programme is supported with lesson planning and resources to ensure high quality consistent delivery across all stakeholders. 	<p>Reading is a key tool to access the entire curriculum, having a coastal shelf of knowledge and wider appreciation of the world and key concepts brings a greater understanding of the wider world.</p> <p>Click here to access the impact of NGRT. - New Group Reading Test (NGRT) - GL Assessment</p> <p>Click here to access the EEF guidance in relation to teaching reading comprehension strategies. Reading comprehension strategies EEF</p> <p>Click here to access the EEF guidance on Literacy. Improving Literacy in Secondary Schools EEF</p> <p>Click here to access the impact of Ruth Miskin Read, Write Inc. - Read Write Inc. Phonics and Fresh Start - trial EEF</p> <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>1, 5, 6 & 7</p>

<ul style="list-style-type: none"> • Reader pens, books with coloured paper, coloured overlays and laptops have been purchased to support students in need of Access Arrangements. • Additional staffing capacity in the core subjects in order to provide additional capacity for interventions • The Read programme/Sparx targets key strands of Reading & Literacy (comprehension, word study & grammar) - Pupil Premium Students are prioritised for this intervention. • Recruitment of a Lead Practitioner TLR holder for Reading, Oracy have been employed to strategies interventions and enrichment relating to reading for PP students. 	<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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £178863

Activity	Evidence that supports this approach	
<p>“Success For All” tutoring programme run within subject areas for identified pupils.</p> <ul style="list-style-type: none"> • In response to mock examinations school-led tutoring will be available for students to develop greater understanding on topics that are identified as weaknesses. Vocational subjects have also utilised school led tutoring to support with preparing or delivering internal assessment units. 	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) +5 months’ impact</p> <p>The school has now delivered school-led tutoring in 2023 and 2024 and across both years, PP students have performed significantly above national average (PP A8 of 35.06 in 2024 and 37.14 in 2025)</p>	1,2,3 & 4
<p>Laptop and Technology</p> <ul style="list-style-type: none"> • The school continues to acquire additional laptops and these will be provided to the disadvantaged learners for them to use at home to support with home learning and the completion of internal coursework units. • Sparx Maths, English & Science to aid independent, online study. 	<p>We know from our experience that our most disadvantaged pupils are the least likely to have additional support or facilities at home. We provide our disadvantaged pupils with all the resources they need to succeed for free. This allows them to access all learning and make excellent progress.</p> <p>Click here to access the EEF research into the use of technology to improve student outcomes. EdTech interventions for disadvantaged pupils EEF</p>	1,2,5,6 & 7

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

Budgeted cost: £228824

Activity	Evidence that supports this approach	
<p>Pastoral Support and Intervention</p> <ul style="list-style-type: none"> • Through the increased capacity provided within Pastoral Teams, we will reduce the behaviours that lead to students who are in receipt of Pupil Premium funding receiving Fixed Term Exclusions. • This will result in the proportion of disadvantaged students receiving a Fixed Term Exclusion being reduced. 	<p>Promoting positive attitudes to learning allows our pupils to develop the skills and knowledge and required for success in later life.</p> <p>The increased capacity over the years has ensured isolations and suspensions for the disadvantaged cohort continue to decrease year on year.</p>	4, 5, 6.
<p>Social and emotional support</p> <ul style="list-style-type: none"> • Qualified medical staff, the Health and Wellbeing lead and non-teaching DSL on-site to strengthen school engagement and provide support for families addressing medical and mental health needs. Recruitment efforts focus on bringing in health professionals to offer 1:1 support for students facing mental health challenges. • Staff trained in trauma-based therapy to provide counselling and psychotherapy. • Personalised Student Support Centre to provide highly effective and personalised provision for the most vulnerable students in the school through highly personalised 1:1 and small group interventions and specialist support. • • 	<p>Offering social and emotional support to those that need it the most will ensure all our most disadvantaged pupils are able to access the full curriculum and maximise their potential.</p>	4, 5, 6
<p>Increasing attendance at Breakfast Club, extra-curricular activities and Snack Time amongst disadvantaged pupils</p>	<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</p>	2, 4 & 5

	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	
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Total budgeted cost: £881550

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 2024-25 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

2025 attainment figures have shown further improvements.

A8 Improving from 2022 (3.6) to 2025 (4.1) which bucks the national trend data with the data from 2022 to 2024 4.8 to 4.5.

Our demographic is one with a high level of pupil premium. **National average PP figures are 26%, this current Y11 cohort stood at 55%.** 35% of our DS pupils fall within the highest 10% deprivation indicator nationally. These pupils come with further needs,

The attainment of our **DS** was in line in 2024 3.4/3.4, and we are incredibly proud to say this measure has improved to 3.7 in 2025, which with such a high percentage of pupils in this category is something we will continue to celebrate. (NA = national average)

Basics 4+ = 45% v NA 43% - Above NA

Basics 5+ = 32% v NA 26% - Above NA

