

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 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	737
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	January 2024
Date on which it will be reviewed	January 2025
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	£411,160
Recovery premium funding allocation this academic year	£106,260
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	£517,420

## Current numbers and distribution

Year Group	Total	PP		PP SEN	
		Number	%	Number	%
7	164	74	45	13 (9K,4E)	18
8	151	79	52	20 (16K,4E)	25
9	142	72	51	17 (16K,1E)	24
10	151	78	51	22 (19K,3E)	28
11	142	73	51	22 (20K,2E)	30
Overall	750	376	50	94 (69K,15E)	25

### **Summary of initiatives to support Pupil Premium pupils 2022/23**

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 4. Below is a summary of the initiatives we used in 2022.23 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

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	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.
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
Pupils can answer “key questions” from SMSC curriculum through the “Thrive” program.	Pupil Voice

## 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: £207,147

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://educationendowmentfoundation.org.uk/early-years-toolkit">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>1,2 &amp; 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"> <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://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>	<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 British Values. We want our pupils to be happy,</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>  <b>(+7 months impact)</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<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: £115094

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://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>	<p>1,2,3 &amp; 4</p>

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

Budgeted cost: £263756

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><a href="https://www.educationendowmentfoundation.org.uk">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 & 5

**Total budgeted cost: £585997**

## 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 2022-23 year. We have decided to compare 2019 with 2023 as this was the last year of full exams before Covid.

	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
2019 vs 2023	+0.2	+2.46	+0.76	+21.35	+0.18	+13.69	-0.41	+0.74
2024 – R2	-0.51	33.67	-1.55	50.28	-0.68	38.02	-0.08	25.67
2024 R2 VS 2023	+0.13	+0.29	-0.84	-12.93	-0.01	-5.67	+0.46	+4.00

	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
2019 vs 2023	-0.53	-4.99	-0.3	+5.85	-0.89	+0.1	-0.71	+0.14
2024 – R2	+0.05	42.95	-0.6	55.6	+0.02	46.82	+0.35	28.2
2024 R2 VS 2023	+0.74	+2.25	+0.36	-2.8	+0.66	+2.95	+1.04	+3.73

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
2023 vs 2019	+0.87	+6.82	+0.98	+15.60	+1.07	+13.28	+0.3	+0.61
2024 R2 vs 2023	-0.55	-9.28	-0.95	-5.32	-0.7	-8.84	-0.43	-2.53

Round 1 2024 data gap increased from 2023 data, however an improvement still from 2019.

HA PP – R1 – 2 pupils who do not attend massively effect this data

## **SPRING TERM REVIEW**

<b>Actions &amp; Activities</b>	<b>How? What Impact Measures can you report?</b>	<b>Lessons Learned</b>	<b>Next Steps</b>
Teach First - Progress Cycle CPD run to all staff to ensure quality and consistency across all classrooms	<ul style="list-style-type: none"> <li>• See external reviews conducted on all key departments</li> <li>• See internal QA systems for Classroom Checks</li> </ul>	Language of learning needs to be fully developed and consistent	CPD on the Language of Learning  Curriculum Review
Literacy support programme	<ul style="list-style-type: none"> <li>• Targeted groups identified in Y7, 8 &amp; 9</li> <li>• These groups receive 2 hours of additional Literacy support each day.</li> <li>• Programmes being used include Fresh Start and Reading Wise</li> <li>• Keyword vocabulary CPD run with all staff</li> <li>• All departments have identified tier 2 &amp; 3 vocab</li> <li>• Freyer model used in all classrooms for key word development</li> </ul>	Identification of pupils is key  Staff CPD on key principles is also key	Continue current programs

<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, healthy, engaged, good listeners, informed, independent, critical thinkers, resilient, ambitious, empathetic, kind, literate, respectful and understanding of others.</p>	<p><b>Intent:</b> - To develop all pupils' character so they become responsible, respectful and active citizens, underpinned by fundamental British Values.</p> <p>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><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• Personal &amp; Character development is run in a 25 minute lesson every day.</li> <li>• Pupils are taught in form groups.</li> <li>• Each Year group is led by a Curriculum Lead, who has a team of 6 tutors.</li> <li>• The teams are grouped according to main subject taught and area in school, developing a collaborative approach to planning and delivery.</li> <li>• 5 "Thrive Experts" help support these Year teams, depending on the theme of the module they are teaching. <ul style="list-style-type: none"> <li>○ R.E. – CR</li> <li>○ Citizenship &amp; MHWB – SLH</li> <li>○ Relationships &amp; Sex education – LS</li> <li>○ Staying Safe – MS</li> <li>○ Careers Education (Life Beyond School) - ST</li> </ul> </li> <li>• Each Module has an "Overview Sheet" designed by the Thrive Experts, using the PSHE program of Study, Gatsby Benchmarks and RE locally agreed syllabus.</li> <li>• Each Module starts and ends with a quiz, scores of which are used to track progress.</li> <li>• Pupil's knowledge and progress are quality assured using pupil voice, asking pupils key questions from each unit.</li> </ul>	<p>Overview sheet aids staff confidence on what the key questions pupils need to know are.</p>	<p>Develop a CPD program for exiting Thrive Modules, which staff receiving some training prior to the planning stage. – From September 2024.</p> <p>Plan "Character Development" lessons to run as part of the Thrive program – May 2024 for a September 2024 launch. This will change the teaching sequence of modules and themes.</p> <p>Join the ACE and gain a quality mark in</p>
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	<p><b>Impact:</b></p> <p>SWOT analysis based on staff and pupil voice</p> <table border="1" data-bbox="224 287 1422 1364"> <tr> <td data-bbox="224 287 824 901"> <p><b><u>Strengths</u></b></p> <ul style="list-style-type: none"> <li>• Staff really care about getting the sessions right</li> <li>• Staff are working as a team, both in Thrive and pastorally.</li> <li>• Lessons are very well resourced</li> <li>• Pupils, on the whole, are engaging with sessions</li> <li>• Staff on corridors supervising and keeping areas calm</li> <li>• Pupil voice shows pupils can communicate what they are learning and how it applies to the real world.</li> <li>• Overview sheets allow staff and pupils to know the key themes and questions from each Module.</li> </ul> </td> <td data-bbox="824 287 1422 901"> <p><b><u>Weaknesses</u></b></p> <ul style="list-style-type: none"> <li>• Session planning is improving, but is still very variable.</li> <li>• A few staff have not fully bought into the vision of Thrive.</li> <li>• Over reliance on bought in materials (New Creative Resources) by some teams/staff.</li> <li>• Some Curriculum leads are not holding members of their team to account and having the “difficult conversations”</li> <li>• Overtly matching British Values to work being done in Thrive.</li> </ul> </td> </tr> <tr> <td data-bbox="224 901 824 1364"> <p><b><u>Opportunities</u></b></p> <ul style="list-style-type: none"> <li>• Highlight British Values more visibly throughout the school.</li> <li>• Share best practice which exists in all Year teams.</li> <li>• Extend “Character development” of pupils, focussing on promoting resilience, behaving with integrity and cooperating with others.</li> <li>• Embed British Values through every Thrive session.</li> </ul> </td> <td data-bbox="824 901 1422 1364"> <p><b><u>Threats</u></b></p> <ul style="list-style-type: none"> <li>• Staff burnout with current workload. We need to ensure planning time is given.</li> <li>• Pupils do not engage with sessions.</li> <li>• Character development themes are not developed overtly with pupils over time.</li> </ul> </td> </tr> </table>	<p><b><u>Strengths</u></b></p> <ul style="list-style-type: none"> <li>• Staff really care about getting the sessions right</li> <li>• Staff are working as a team, both in Thrive and pastorally.</li> <li>• Lessons are very well resourced</li> <li>• Pupils, on the whole, are engaging with sessions</li> <li>• Staff on corridors supervising and keeping areas calm</li> <li>• Pupil voice shows pupils can communicate what they are learning and how it applies to the real world.</li> <li>• Overview sheets allow staff and pupils to know the key themes and questions from each Module.</li> </ul>	<p><b><u>Weaknesses</u></b></p> <ul style="list-style-type: none"> <li>• Session planning is improving, but is still very variable.</li> <li>• A few staff have not fully bought into the vision of Thrive.</li> <li>• Over reliance on bought in materials (New Creative Resources) by some teams/staff.</li> <li>• Some Curriculum leads are not holding members of their team to account and having the “difficult conversations”</li> <li>• Overtly matching British Values to work being done in Thrive.</li> </ul>	<p><b><u>Opportunities</u></b></p> <ul style="list-style-type: none"> <li>• Highlight British Values more visibly throughout the school.</li> <li>• Share best practice which exists in all Year teams.</li> <li>• Extend “Character development” of pupils, focussing on promoting resilience, behaving with integrity and cooperating with others.</li> <li>• Embed British Values through every Thrive session.</li> </ul>	<p><b><u>Threats</u></b></p> <ul style="list-style-type: none"> <li>• Staff burnout with current workload. We need to ensure planning time is given.</li> <li>• Pupils do not engage with sessions.</li> <li>• Character development themes are not developed overtly with pupils over time.</li> </ul>		<p>character education - <a href="http://www.charactereducation.org.uk">Association for Character Education (character-education.org.uk)</a></p>
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**Behaviour data –**

PP	Number	%	National %	LA %
Fixed term exclusions as a percentage of the pupil group	68	17.8%	20.7%	33%
With 1 or more suspension	33	8.6%		
With more than 1 suspension	14	3.7%		

Suspensions are better than National and significantly better than LA figures, although a rise from Autumn term.

**Attendance data –** Gap narrowing from Autumn to Spring. Gap widest in Y11. See Attendance strategy for full details of intervention in place

Year	PP	Non-PP	Gap	Gap (Autumn)	Spring vs Autumn
11	79.92	89.96	-10.04	-10.6	+0.56
10	88.61	90.93	-2.32	-3.3	+0.99
9	85.21	88.48	-3.27	-4.8	+1.53
8	88.53	92.44	-3.91	-6.3	+2.39
7	90.87	90.07	-0.80	-6.1	+5.3



**Success For All Tutoring**

**CORE**

**Academic Year 2023/24 –Spring term**

**Implementation:**

Core SFA sessions now run in 3 blocks throughout the year.

First 4 week block took place from w/b 9/10/23

Second 4 week block ran from

Staff no longer paid for sessions. Extra-curricular directed time used

Pupil attendance is still tied in with whole school reward program and "Passport to Prom"

Parental event run on 3/10/23 to promote SFA core sessions. Attended by 52 parents (36%)

Subject	Day	Time
Science	Monday	3:15pm to 4pm
English	Wednesday	3:15pm to 4pm
Maths	Thursday	3:15pm to 4pm

Pupil attendance of targeted pupils was good due to staff contact with home.

All Y11 pupils to get Core SFA Tutoring sessions in Spring term, 1 session per week, per Core subject.

Attendance to these is monitored and rewarded.

## **Impact:**

Subject	Staff	Sessions/Week	Mean number of pupils attending per week		
			Overall (% of cohort)	PP (% of PP)	SEN (% of SEN)
English	4	1	80 (56%)	38 (49%)	6 (19%) (5K, 1E)
Maths	6	1	88 (61%)	42 (55%)	6 (19%) (5K, 1E)
Science	5	1	87 (60%)	42 (55%)	6 (19%) (5K, 1E)
Attending at least one session			114 (79%)	58 (75%)	6 (19%) (5K, 1E)
Attending all 3 sessions			65 (44%)	36 (47%)	6 (19%) (5K, 1E)

Comparison with Autumn					
Subject	Staff	Sessions/Week	Mean number of pupils attending per week		
			Change in number (comparison of cohort %)	PP change in n	SEN change in number
English	0	0	2 (+1.5%)	0	0
Maths	0	0	2 (+1.5%)	0	0
Science	0	0	0	0	0
Attending at least one session			0	0	0
Attending all 3 sessions			0.00%	0	0

## **Summary**

- Less teachers involved has increased class sizes
- Attendance was generally in line with last year and last term
- Improved attendance in Maths and English sessions.

## **Pupil Voice**

- - 81% of pupils enjoyed the SFA sessions.
  - 78% of pupils agreed strongly that it helped them understand how to revise.
  - 68% of pupils stated that it was their only revision time after school on a normal week.
  - 65% of pupils stated that earning an invite to Prom was a good motivating factor.

<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><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• 96% of students have access to a laptop and internet.</li> <li>• We have provided 613 laptops across the school since 2021</li> <li>• 98% of students are signed up to SIMs Student app</li> <li>• All Y7 students have received lessons on accessing the school network and all web based learning programs.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• SFA Tutoring sign up from 46% to 82%</li> <li>• Extra-curricular sign up (including breakfast club and snack time) <ul style="list-style-type: none"> <li>◦ Increase from 2023 to 20243 – (28% increase for PP)</li> </ul> </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.</p> <p>Raise awareness of Digital safety via Safer Internet day</p>

**Intent:**

To widen the overall school experience for all students to increase engagement and enjoyment, increasing cultural capital for all.

**Implementation:**

- 45 clubs are offered each week.
- 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.

**Impact**

**Spring**

Pupils attending at least one club			
Year	Overall	PP	SEN
7	87	43	13 (10K,3E)
8	62	30	14 (12k,2E)
9	70	39	5 (3K,2E)
10	61	36	8 (5K,3E)
11	81	47	15 (13K, 2E)
Total	361	195	55 (43K, 12E)
% of cohort	49%	51%	62%

- **Overall attendance to clubs is up on last academic year (4%) but static from Autumn term**
- **A new monitoring system is needed as registers are not all being completed**

**Breakfast Club**

Tesco now sponsors breakfast club. A £10,000 bid by our community support manger Claire Hartley was successful, to be spent over the next two years.

Encourage staff to offer a wide range of clubs

Promote the signing up for these clubs on the SIMs App more.

Extend range of clubs to include outside providers

Promote use of SIMs App more amongst parents and pupils.

Have a separate section of the website for SIMs App.

Reward pupils for attendance to clubs.

Offer trips/external experiences via clubs.

Pupils attending at least one breakfast club			
Year	Overall	PP	SEN
7	18	11	5 (3K,2E)
8	14	10	5 (3K,2E)
9	10	8	2 (2K 0E)
10	8	7	3 (2K, 1E)
11	12	11	4 (3K, 1E)
Total	62	47	19 (13K, 6E)
% of cohort	8%	12%	21%

### **Snack Time**

Free food is provided for any pupil who wants it from 3:45pm to 4:15pm, following clubs.

Average served per week is 505

Day	Average number of meals served
Monday	124
Tuesday	87
Wednesday	151
Thursday	143

Looking at the impact from clubs in general on attendance, and the current economic crisis, we need to support snack time with further funding.

Pupil Voice findings

- Pupils really like our current club offering. (74%)
- Pupils suggested a Rugby club, a Lego building club and a Gaming club. All other suggestions we already run.
- The majority of pupils who did not go to a club seemed to believe that all clubs were sports related (65%)
- From pupil voice, increase in “Enjoying school” (Average score out of 10 increased from 8.1 to 8.2)

	<p>“I really enjoy after school clubs, especially being able to get something to eat as well”</p> <p>“Breakfast club helps me start the day the right way!”</p> <p>“Staff are different when you are in a club and I like it.”</p>		
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## AUTMUMN TERM REVIEW

Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Teach First - Progress Cycle CPD run to all staff to ensure quality and consistency across all classrooms	<ul style="list-style-type: none"> <li>• See external reviews conducted on all key departments</li> <li>• See internal QA systems for Classroom Checks</li> </ul>	Language of learning needs to be fully developed and consistent	CPD on the Language of Learning  Curriculum Review
Literacy support programme	<ul style="list-style-type: none"> <li>• Targeted groups identified in Y7, 8 &amp; 9</li> <li>• These groups receive 2 hours of additional Literacy support each day.</li> <li>• Programmes being used include Fresh Start and Reading Wise</li> <li>• Keyword vocabulary CPD run with all staff</li> <li>• All departments have identified tier 2 &amp; 3 vocab</li> <li>• Freyer model used in all classrooms for key word development</li> </ul>	Identification of pupils is key  Staff CPD on key principles is also key	Continue current programs

<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, healthy, engaged, good listeners, informed, independent, critical thinkers, resilient, ambitious, empathetic, kind, literate, respectful and understanding of others.</p>	<p><b>Intent:</b> - To develop all pupils' character so they become responsible, respectful and active citizens, underpinned by fundamental British Values.</p> <p>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><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• Personal &amp; Character development is run in a 25 minute lesson every day.</li> <li>• Pupils are taught in form groups.</li> <li>• Each Year group is led by a Curriculum Lead, who has a team of 6 tutors.</li> <li>• The teams are grouped according to main subject taught and area in school, developing a collaborative approach to planning and delivery.</li> <li>• 5 "Thrive Experts" help support these Year teams, depending on the theme of the module they are teaching. <ul style="list-style-type: none"> <li>○ R.E. – CR</li> <li>○ Citizenship &amp; MHWB – SLH</li> <li>○ Relationships &amp; Sex education – LS</li> <li>○ Staying Safe – MS</li> <li>○ Careers Education (Life Beyond School) - ST</li> </ul> </li> <li>• Each Module has an "Overview Sheet" designed by the Thrive Experts, using the PSHE program of Study, Gatsby Benchmarks and RE locally agreed syllabus.</li> <li>• Each Module starts and ends with a quiz, scores of which are used to track progress.</li> <li>• Pupil's knowledge and progress are quality assured using pupil voice, asking pupils key questions from each unit.</li> </ul>	<p>Overview sheet aids staff confidence on what the key questions pupils need to know are.</p>	<p>Develop a CPD program for exiting Thrive Modules, which staff receiving some training prior to the planning stage. – From September 2024.</p> <p>Plan "Character Development" lessons to run as part of the Thrive program – May 2024 for a September 2024 launch. This will change the teaching sequence of modules and themes.</p> <p>Join the ACE and gain a quality mark in</p>
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	<p><b>Impact:</b></p> <p>SWOT analysis based on staff and pupil voice</p> <table border="1" data-bbox="224 287 1422 1364"> <tr> <td data-bbox="224 287 824 901"> <p><b><u>Strengths</u></b></p> <ul style="list-style-type: none"> <li>• Staff really care about getting the sessions right</li> <li>• Staff are working as a team, both in Thrive and pastorally.</li> <li>• Lessons are very well resourced</li> <li>• Pupils, on the whole, are engaging with sessions</li> <li>• Staff on corridors supervising and keeping areas calm</li> <li>• Pupil voice shows pupils can communicate what they are learning and how it applies to the real world.</li> <li>• Overview sheets allow staff and pupils to know the key themes and questions from each Module.</li> </ul> </td> <td data-bbox="824 287 1422 901"> <p><b><u>Weaknesses</u></b></p> <ul style="list-style-type: none"> <li>• Session planning is improving, but is still very variable.</li> <li>• A few staff have not fully bought into the vision of Thrive.</li> <li>• Over reliance on bought in materials (New Creative Resources) by some teams/staff.</li> <li>• Some Curriculum leads are not holding members of their team to account and having the “difficult conversations”</li> <li>• Overtly matching British Values to work being done in Thrive.</li> </ul> </td> </tr> <tr> <td data-bbox="224 901 824 1364"> <p><b><u>Opportunities</u></b></p> <ul style="list-style-type: none"> <li>• Highlight British Values more visibly throughout the school.</li> <li>• Share best practice which exists in all Year teams.</li> <li>• Extend “Character development” of pupils, focussing on promoting resilience, behaving with integrity and cooperating with others.</li> <li>• Embed British Values through every Thrive session.</li> </ul> </td> <td data-bbox="824 901 1422 1364"> <p><b><u>Threats</u></b></p> <ul style="list-style-type: none"> <li>• Staff burnout with current workload. We need to ensure planning time is given.</li> <li>• Pupils do not engage with sessions.</li> <li>• Character development themes are not developed overtly with pupils over time.</li> </ul> </td> </tr> </table>	<p><b><u>Strengths</u></b></p> <ul style="list-style-type: none"> <li>• Staff really care about getting the sessions right</li> <li>• Staff are working as a team, both in Thrive and pastorally.</li> <li>• Lessons are very well resourced</li> <li>• Pupils, on the whole, are engaging with sessions</li> <li>• Staff on corridors supervising and keeping areas calm</li> <li>• Pupil voice shows pupils can communicate what they are learning and how it applies to the real world.</li> <li>• Overview sheets allow staff and pupils to know the key themes and questions from each Module.</li> </ul>	<p><b><u>Weaknesses</u></b></p> <ul style="list-style-type: none"> <li>• Session planning is improving, but is still very variable.</li> <li>• A few staff have not fully bought into the vision of Thrive.</li> <li>• Over reliance on bought in materials (New Creative Resources) by some teams/staff.</li> <li>• Some Curriculum leads are not holding members of their team to account and having the “difficult conversations”</li> <li>• Overtly matching British Values to work being done in Thrive.</li> </ul>	<p><b><u>Opportunities</u></b></p> <ul style="list-style-type: none"> <li>• Highlight British Values more visibly throughout the school.</li> <li>• Share best practice which exists in all Year teams.</li> <li>• Extend “Character development” of pupils, focussing on promoting resilience, behaving with integrity and cooperating with others.</li> <li>• Embed British Values through every Thrive session.</li> </ul>	<p><b><u>Threats</u></b></p> <ul style="list-style-type: none"> <li>• Staff burnout with current workload. We need to ensure planning time is given.</li> <li>• Pupils do not engage with sessions.</li> <li>• Character development themes are not developed overtly with pupils over time.</li> </ul>		<p>character education - <a href="http://www.charactereducation.org.uk">Association for Character Education (character-education.org.uk)</a></p>
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**Behaviour data – will compare with Spring term, this is our baseline to see if Thrive can impact behaviour**

Year	Behaviour Points			Suspensions		
	PP	Non-PP	Gap	PP	Non-PP	Gap
11	-1672	-1242	-430	7 (70%)	3 (50%)	4 (40%)
10	-3026	-1624	-1402	12 (75%)	4 (25%)	8 (50%)
9	-2966	-2591	-375	5 (50%)	5 (50%)	0 (0%)
8	-3089	-2830	-259	2 (50%)	2 (50%)	0 (0%)
7	-2333	-1624	-709	9 (82%)	2 (18%)	7(64%)

**Attendance data - will compare with Spring term, this is our baseline to see if Thrive can impact attendance.**

Year	PP	Non-PP	Gap
11	81.1	91.7	10.6
10	86.7	90.0	3.3
9	86.5	91.3	4.8
8	87.4	93.7	6.3
7	90.1	96.2	6.1

**Success For All Tutoring**

**CORE**

**Academic Year 2023/24 –August term**

**Implementation:**

Core SFA sessions now run in 3 blocks throughout the year.

First 4 week block took place from w/b 9/10/23

Staff no longer paid for sessions. Extra-curricular directed time used

Pupil attendance is still tied in with whole school reward program and “Passport to Prom”

Parental event run on 3/10/23 to promote SFA core sessions. Attended by 52 parents (36%)

Subject	Day	Time
Science	Monday	3:15pm to 4pm
English	Wednesday	3:15pm to 4pm
Maths	Thursday	3:15pm to 4pm

Pupil attendance of targeted pupils was good due to staff contact with home.

All Y11 pupils to get Core SFA Tutoring sessions in Spring term, 1 session per week, per Core subject.

Attendance to these is monitored and rewarded.

**Impact:**

Subject	Staff	Sessions/Week	Mean number of pupils attending per week		
			Overall (% of cohort)	PP (% of PP)	SEN (% of SEN)
English	4	1	79 (55%)	38 (49%)	6 (19%) (5K, 1E)
Maths	6	1	86 (60%)	42 (55%)	6 (19%) (5K, 1E)
Science	5	1	87 (60%)	42 (55%)	6 (19%) (5K, 1E)
Attending at least one session			114 (79%)	58 (75%)	6 (19%) (5K, 1E)
Attending all 3 sessions			65 (44%)	36 (47%)	6 (19%) (5K, 1E)

Comparison with 2022/23					
Subject	Staff	Sessions/Week	Mean number of pupils attending per week		
			Change in number (comparison of cohort %)	PP change in n	SEN change in number
English	-3	0	5 (-2%)	0	-4
Maths	-2	0	11 (+1.5%)	3	-4
Science	-1	0	19 (+7%)	10	-4
Attending at least one session			15 (+2%)	11	-4
Attending all 3 sessions			1 (-6%)	0	-4

	<p><b><u>Summary</u></b></p> <ul style="list-style-type: none"> <li>• Less teachers involved has increased class sizes</li> <li>• Attendance was generally in line with last year</li> <li>• Improved attendance in Maths and Science sessions.</li> <li>• SEN attendance is lower.</li> </ul> <p><b><u>Pupil Voice</u></b></p> <ul style="list-style-type: none"> <li>• <ul style="list-style-type: none"> <li>• 82% of pupils enjoyed the SFA sessions.</li> <li>• 76% of pupils agreed strongly that it helped them understand how to revise.</li> <li>• 64% of pupils stated that it was their only revision time after school on a normal week.</li> <li>• 58% of pupils stated that earning an invite to Prom was a good motivating factor.</li> </ul> </li> </ul>		
<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><b><u>Implementation:</u></b></p> <ul style="list-style-type: none"> <li>• 96% of students have access to a laptop and internet.</li> <li>• We have provided 613 laptops across the school since 2021</li> <li>• 98% of students are signed up to SIMs Student app</li> <li>• All Y7 students have received lessons on accessing the school network and all web based learning programs.</li> </ul> <p><b><u>Impact</u></b></p> <ul style="list-style-type: none"> <li>• SFA Tutoring sign up from 46% to 82%</li> <li>• Extra-curricular sign up (including breakfast club and snack time) <ul style="list-style-type: none"> <li>◦ Increase from 2023 to 2024 – (28% increase for PP)</li> </ul> </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.</p> <p>Raise awareness of Digital safety via Safer Internet day</p>

Increasing attendance at Breakfast Club, extra-curricular activities and Snack Time amongst disadvantaged pupils

**Intent:**

To widen the overall school experience for all students to increase engagement and enjoyment, increasing cultural capital for all.

**Implementation:**

- 45 clubs are offered each week.
- 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.

**Impact**

Autumn

Pupils attending at least one club			
Year	Overall	PP	SEN
7	87	43	13 (10K,3E)
8	62	30	14 (12k,2E)
9	70	39	5 (3K,2E)
10	61	36	8 (5K,3E)
11	81	47	15 (13K, 2E)
<b>Total</b>	<b>361</b>	<b>195</b>	<b>55 (43K, 12E)</b>
<b>% of cohort</b>	<b>49%</b>	<b>51%</b>	<b>62%</b>

- Overall attendance to clubs is up on last academic year (4%)
- Attendance to clubs is up in all Year groups.

**Breakfast Club**

Tesco now sponsors breakfast club. A £10,000 bid by our community support manger Claire Hartley was successful, to be spent over the next two years.

Encourage staff to offer a wide range of clubs

Promote the signing up for these clubs on the SIMs App more.

Extend range of clubs to include outside providers

Promote use of SIMs App more amongst parents and pupils.

Have a separate section of the website for SIMs App.

Reward pupils for attendance to clubs.

Offer trips/external experiences via clubs.

Pupils attending at least one breakfast club			
Year	Overall	PP	SEN
7	18	11	5 (3K,2E)
8	14	10	5 (3K,2E)
9	10	8	2 (2K 0E)
10	8	7	3 (2K, 1E)
11	12	11	4 (3K, 1E)
Total	62	47	19 (13K, 6E)
% of cohort	8%	12%	21%

### **Snack Time**

Free food is provided for any pupil who wants it from 3:45pm to 4:15pm, following clubs.

Average served per week is 496

Day	Average number of meals served
Monday	124
Tuesday	112
Wednesday	145
Thursday	115

Looking at the impact from clubs in general on attendance, and the current economic crisis, we need to support snack time with further funding.

### **Pupil Voice findings**

- Pupils really like our current club offering. (74%)
- Pupils suggested a Rugby club, a Lego building club and a Gaming club. All other suggestions we already run.
- The majority of pupils who did not go to a club seemed to believe that all clubs were sports related (65%)

	<ul style="list-style-type: none"><li>• From pupil voice, increase in "Enjoying school" (Average score out of 10 increased from 8.1 to 8.2)</li></ul> <p>"I really enjoy after school clubs, especially being able to get something to eat as well"</p> <p>"Breakfast club helps me start the day the right way!"</p> <p>"Staff are different when you are in a club and I like it."</p>		
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