

Newstead Wood's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Newstead Wood School
Number of pupils in school (KS3 & 4)	805
Proportion (%) of KS3 & 4 pupil premium eligible pupils	3.9% (31 students)
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr A. Blount, Headteacher
Pupil premium lead	Mr B. Williams, Assistant Headteacher
Governor / Trustee lead	Mrs N. Khalid, Chair of Local Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,028
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	£31,208

Part A: Pupil premium strategy plan

Statement of intent

At Newstead Wood School:

- We ensure that teaching and learning opportunities meet the needs of all students.
- We ensure that appropriate provision is made for all students who belong to vulnerable groups.
- Ensure our disadvantaged students make the same progress higher ability non-disadvantaged pupils and become active and engaged citizens

“More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential” as stated in ‘Supporting the Attainment of Disadvantaged students’ (2015). At Newstead, this commitment has seen the progress of our disadvantaged students stay high in line with our non-disadvantaged students. Our highly aspirational curriculum at Newstead ensures that all students make progress no matter what their contextual background.

All students are supported to help them achieve as highly as possible. All students are set aspirational targets - through our internal monitoring and tracking system we monitor their performance over time closely so we can intervene effectively when any student is off track.

All pupil premium students, regardless of the challenges they face, should make good progress and achieve high attainment across the curriculum, in line with their peers.

Our strategy is to support all disadvantaged pupils to achieve that goal, including those students who are already high attainers. We are acutely aware of the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on the individual needs of each disadvantaged pupil. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support alongside high quality first teaching for those worst affected, including non-disadvantaged pupils.

We will regularly review the progress and relevant data of the individual pupil premium students, not just evaluating the students as a group. Our approach will be responsive to the individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our pupil premium cohort is small, so it is difficult to look at these students by groups, so each pupil premium student will receive at least 1 meeting a term to discuss their individual needs and discuss their progress. The approaches we have adopted help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- Ensure that disadvantaged pupils are actively involved in the wider school life

The key objectives of our 3-year plan include:

1. Fully embed a culture of high aspirations, work ethic and outstanding behaviour for learning.
2. Ensure disadvantaged students make at least the same progress and attainment as higher ability non-disadvantaged students at all Key Stages compared to national data.
3. Improve the attendance and punctuality of disadvantaged students.
4. Ensure all staff know and understand the barriers to learning when they are identified and take steps to remove them.
5. Ensure all disadvantaged students and parents are fully aware and understand further education and choices at each transition.
6. Fully engage disadvantaged students by supporting and engaging with their parents.
7. Ensure all students have the reading and literacy skills to enable them to make progress across all of their subjects.

Challenges

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

Challenge number	Detail of challenge
1	<p>Nationally pupil premium students underperform their peers. Our target at Newstead Wood School is that they perform at least on a par with the wider cohort.</p> <p>Progress 8 scores</p> <ul style="list-style-type: none"> • 2018 PP students 1.12, whole cohort 0.93 • 2019 PP students' data suppressed because of small sample, whole cohort 0.82 <p>2020 and 2021 have been left out due to covid and no national comparison.</p> <p>2022 PP students had an APS attainment of 8.19 compared to whole cohort of 8.08. PP students have a A8 score 85.06 compared to whole cohort of 83.4 and national average (whole) 50.9.</p> <p>Supporting the most academically able disadvantaged pupils</p> <p>Narrowing the Achievement Gap for Disadvantaged Pupils</p>
2	<p>Disadvantaged students must not have a narrower curriculum compared to their peers. They must have full access to the curriculum, including subjects that incur additional financial strains on the family. We need to be mindful that this may be an issue on an individual basis.</p> <p>2022 PP students at Newstead took on average 9.78 GCSE's compared whole cohort 10.03 and to 7.78 Nationally</p> <p>2022 77% of PP achieved EBACC compared to whole cohort of 71%</p> <p>PP Ebacc APS: 8.39 Non PP Ebacc APS: 8.16 Non-disadvantaged national Ebacc APS: 4.70</p> <p>Government targets have all 75% of all students (PP and non PP) achieving EBACC and 90% by 2025.</p> <p>What subjects do disadvantaged pupils take?</p> <p>English Baccalaureate (EBacc) - GOV.UK (www.gov.uk)</p>
3	<p>Our records of library use suggest that our non-pupil premium students are twice as likely to make use of the library compared to our pupil premium students. Those disadvantaged students that use the library take out less books compared to the cohort.</p> <p>Improving Reading Outcomes for Economically Disadvantaged Students</p>
4	<p>Welfare issues and mental health challenges are more prevalent now, as evidenced by the increase in referrals. This can impact attendance as well as attainment. Discussions with families and students show that many of our disadvantaged students' mental health has been impacted by partial school closures. These findings are backed up by several national studies on partial school closure and our own UL research. All students to receive a structured PSHE program throughout the year.</p>
5	<p>There is a clear link between poor attendance at school and lower academic achievement</p> <p>Improving attendance at school</p> <p>Over the last 2 years, our data indicates that attendance among our disadvantaged pupils has been 1% higher than non-disadvantaged pupils. This has helped our disadvantaged students perform just as well or better compared to their peers.</p> <p>The number of disadvantaged students that are 'persistently absent' is in lower than their peers</p> <p>Data over the last 2 years indicates that punctuality among our disadvantaged pupils has been lower compared to non-disadvantaged pupils.</p> <p>They are twice as likely to be late.</p> <p>However, the number of disadvantaged students that are 'persistently late' is in line with their peers.</p>

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
Progress 8	<ul style="list-style-type: none"> Maintaining the positive progress 8 gap between our pupil premium students and their peers and non-disadvantaged nationally
Curriculum Breadth	<ul style="list-style-type: none"> 100% of disadvantaged students in Year 11 and 10 taking Ebacc achieve it. 90% of disadvantaged students in year 9 select an Ebacc pathway. All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Pupils love learning and have access to an engaging, broad, and varied curriculum Pupil premium students should not be put off choosing a subject because of cost. Teachers and support staff will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable. Students need to be supported around enrichment in the subject, so they can grow in the subject Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. All students need to be supported with their options choice. Pupil premium student need to know they will be supported if these subjects involve additional costs.
Develop a Reading Culture	<ul style="list-style-type: none"> A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community All year 7 students have regular sessions in the library All pupil premium students have a small group session with the librarians encouraging them to make use of the library with termly follow up sessions with those that are not regular users (The focus is reading for pleasure).
Attainment 8	<ul style="list-style-type: none"> Maintaining the positive attainment 8 gap between our pupil premium students and their peers and non-disadvantaged nationally
Improve the attendance and punctuality of students	<ul style="list-style-type: none"> Monitoring of attendance and punctuality by Assistant Head teacher and Heads of Years. Regular contact with parents to increase pupils' attendance, decrease in persistent absence and improve punctuality.
Pupil Premium students are fully prepared for their next steps.	<ul style="list-style-type: none"> Pupil Premium students show that they are active, well rounded and informed citizens. They act on the support provided by all staff including careers, external agencies, speakers etc. The proportion of PP students who attend extra-curricular activities matches the proportion of non-PP. The proportion of PP students who participate in student voice activities matches the proportion of non-PP.
KS5 Average point score expressed as a grade	<ul style="list-style-type: none"> To be as well as their peers. 2022 was B was compared to A-. This could reduce opportunities to access high institutions compared to peers.

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: **£7 238**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>T&L CPD</p> <p>Fully embed a culture of quality first teaching by ensuring all staff apply the school principles, supported by Teaching and Learning Reviews and CPD Subject Program. Regular reviews of student progress in lessons through observation of the engagement of PP and PP SEND students in lessons and reviewing work is used to monitor the impact of teaching on students' progress. To ensure that staff are kept up to date with barriers impacting the disadvantaged and understand how to tackle these at class and departmental level.</p>	<p>We are proud of our CPD program at Newstead Wood School.</p> <p>Whole school and individual CPD can help teachers obtain new teaching techniques, share best practice, and apply fresh approaches to teaching that allows them to improve their ability both for students, as well as expand their own personal opportunity within the teaching industry, reflecting current pedagogical thinking including Rosenshein's Principles.</p> <p>Teacher Feedback to Improve Pupil Learning</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/</p>	<p>1, 2, 4</p>
<p>Newstead is fully staffed by subject specialists in all areas of the curriculum.</p> <p>Core subjects have an increased number of sets to ensure that there is greater access to support at all levels. Sets are analysed termly to ensure that PP students are placed in sets that achieve the best outcomes for them based on their prior attainment</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1-6</p>
<p>To ensure that the online platforms used by students are used actively by PP students.</p> <p>To use homework clubs to support students to complete homework.</p>	<p>https://www.suttontrust.com/our-research/learning-in-lockdown/</p>	<p>1, 4</p>

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

Budgeted cost: £8 090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work targeting year 7 – 11	<p>Learning Support is carefully targeted at the individual areas for development of the students who attend. The main focus of the classes is to build confidence in literacy: spelling, punctuation, grammar, reading comprehension and writing. This works in tandem with the students' English lessons, ensuring they can progress and reach their full potential, after receiving this additional support. Since the classes are comprised of very few students (four at the most), the environment is low-pressure but focused.</p>	1, 3
Careers Guidance	<p>We support students to develop the necessary skills, experience, self-awareness and knowledge to make informed decisions about their future career paths. We help them to</p> <ul style="list-style-type: none"> • Assess their career options and create a personalised action plan • Connect with leading employers, universities and providers at events backed up by our supportive network of peers, parents and alumni to inform their options • Experience immersive work-based learning opportunities to help them develop the necessary skills and experience to achieve their career goals. <p>We provide 1-2-1 career guidance appointments for all PP students. Furthermore, we provide work experience weeks for all our year 10 and 12 pupils and meet with PP students to ensure they are supported to secure suitable placements.</p>	1, 2, 4
High Quality Texts	<p>Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts. Further embed the whole school reading programme where students in year 7 to 11 read high quality texts with their form tutor and Year 7 to 9 also access reading time during the school day.</p> <p>Introducing the reading program across the school normalises reading and encourages all students to read for pleasure.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/</p>	1, 3, 4

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

Budgeted cost: £15 177

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular 1:1 meeting with our pupil premium students with Student support staff</p>	<p>Points to discuss</p> <ul style="list-style-type: none"> • Attendance and punctuality • Academic needs that incur an additional cost <p>We have a small cohort of pupil premium students, so supporting them as a group is not appropriate. Supplying support on an individual basis is more appropriate.</p> <p>Student voice will see if they have technology for out of lesson work and if not support them in acquiring correct equipment.</p> <p>https://www.sec-ed.co.uk/best-practice/corona-virus-digital-divide-disadvantaged-children-pupil-premium-technology-remote-teaching/</p>	<p>1 5</p>
<p>Regular 1:1 meeting with pupil premium students with HoY and AHT</p>	<p>Points to discuss</p> <ul style="list-style-type: none"> • Academic progress • Option choices, year 9 & 11 <p>We have a small cohort of pupil premium students, so supporting them as a group is not appropriate. Supplying support on an individual basis is more appropriate.</p> <p>PP lead to speak to student and parents before options – explore and explain Ebacc options and the advantage of taking them.</p>	<p>1 2</p>
<p>Regular 1:1 meeting with our pupil premium students with the librarians</p>	<p>Points to discuss</p> <ul style="list-style-type: none"> • Accessing the library • Encouraging reading for pleasure and academic reading <p>We have a small cohort of pupil premium students, so supporting them as a group is not appropriate. Supplying support on an individual basis is more appropriate.</p> <p>PP/HOY/English department to discuss with them over the academic year in one to ones.</p>	<p>3</p>

Weekly pastoral meeting with AHT and HoY at each key stage	Each vulnerable child is discussed including our disadvantaged pupils on a weekly basis	1 2 3 4 5
Heads of Faculty and Heads of Year closely monitor the progress of disadvantaged learners	Where the progress of disadvantaged learners is below that of non-disadvantaged learners or below that of their expected attainment pathway interventions are put in place	1 2
There is an extensive and diverse enrichment program at Newstead Wood	All students are encouraged to participate in the wider school life <ul style="list-style-type: none"> • Elective program (year 10 –13) • A rich and diverse collection of lunchtime clubs and societies • A wide range of sporting activities are offered at Newstead Wood at both lunchtime and after school • Music and Drama form an important part of school life for many students. 	3 5
Free school meals	Providing free school meals to our disadvantaged students. <i>“A free school meal that is healthy and nutritious can make a huge difference for infant pupils' well-being, education and health.”</i> The BMA	5
Supporting individual disadvantaged students with their academic needs	Suppling calculators, revision guides, supporting student with trips that require added funding etc	1 2
To fully embed a culture in which PP students can become active and well-informed citizens, who have the work ethic to fully able to access the material expected to reach their goals. Our careers provision ensures all PP students are provided with early careers appointments and follow ups. This also ensures that our PP students are supported in knowing options available outside of their local area.	https://www.aoc.co.uk/blog/why-careers-guidance-more-important-ever	3 5
Ensure all disadvantaged students achieve at least 95% attendance. HOY/PP and Attendance officer running weekly reports; letters, 1 to 1s and phone calls follow when students drop below 95%	Pastoral team to manage and assist with external barriers to learning for PP students. Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which, in turn, impacts progress. https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/	5

Total budgeted cost: £31 505

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Outcomes for Year 11 PP in 2022 showed outstanding Attainment 8 value of 8.18. This was above national average for non-disadvantage students. The attainment of PP students at Newstead wood was greater than that of Newstead Wood non-PP students.

The key driver at Newstead Wood is that PP and non-PP students make at least the same progress and achieve the same attainment. PP students at Newstead Wood currently slightly outperform the non-PP students at Newstead Wood. The exception is Languages where APS is higher for non-disadvantage than disadvantaged. Humanities and Languages also had lower attainment for PP students than Science, English and Maths, who are achieving an APS of over 8 in each subject.

During Lockdown a survey was done to see technology available at home for remote learning. Since coming back to the school environment this hasn't been done again and will be addressed in the first student voice/well-being survey.

Key Staff providing 1 to 1 support with disadvantaged students when required including contact with home. The strategic lead for PP monitored PP attendance alongside the attendance officer and made regular contact when students fell below the 95% target.

All year groups had regular assemblies to facilities motivation, and also remind them of the wider Newstead community they were a part of.

Results showed PP make excellent progress and obtain fantastic results. The 6th form track Year 13 leavers and bursary's are used to encourage students to attend open days and experience Russell Group and other higher Education Institutions. This is accompanied alongside a thorough careers programme from year 7-13 including guest speakers; often successful alumni or visiting universities.

Year 11 (2022 results)	Disadvantaged	Cohort	National 2022 (non-disadvantaged)
Attainment 8	8.18	8.08	5.18
Ebacc APS	8.39	8.16	4.7

The actions were taken following consultation with: EEF Student Premium guidance Jan 2019; EEF COVID-19 Support Guide June 2020.

Externally provided programmes

Programme	Provider
NGRT – Reading assessment	www.gl-assessment.co.uk
Votes for Schools	www.votesforschools.com