Pupil Premium Statement Summary 2020/21

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Principles

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.

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.

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes." Sutton Trust, 2014

Those students who are eligible to be in receipt of Pupil Premium support make just as much progress as the students who are not, as evidenced by our Ofsted report (May 2014) which states that:

- All groups of students make rapid progress from their starting points when they join the school.
- The school sets very demanding targets for students' achievement and monitors their progress towards these regularly. Action is taken very swiftly if there is any slippage against these targets, so that students are brought back on course to maintain the highest possible levels of achievement.

The school uses additional funding very well to support the few students eligible for support in each year group. Consequently, although there are minor differences from year to year, when taken together there is no difference between the performance of this group and their peers.

Pupil Premium Strategy Statement

1. Summary information – Pupil Premium							
Academic year	2020-2021		**Total PP budget**	£33,425		**Date of most recent PP Review**	November 2020
Total number of pupils	800 (KS3 and KS4) 1164 inc. Sixth Form		**Number and % of pupils eligible for PP**	35	4%	**Date for next internal review of this strategy**	November 2021
	KS3	**KS4**		**KS3**	**KS4**		
Number of PP eligible pupils by key stage	13	22	**Budget split by key stage**	£12,415	£21,010		
Allocation of PP funding	**Ever 6**		£33,425	**Service Children LAC**	£0 £0		

Number of Pupil Premium Students at Newstead Wood School

Year Group	2017/18	2018/19	2019/20	2020/21
7	9	3	6	4
8	13	9	3	6
9	11	13	9	3
10	3	11	13	9
11	10	3	11	13
Total	**46**	**39**	**42**	**35**

2. Current achievement

2020 Outcomes *(Centre Assessed Grades, including any upward adjustment in final awards)*	Pupils eligible for PP *(previous year in brackets)*	Pupils not eligible for PP *(your school)*	Pupils not eligible for PP *(national average – most recent year available)*	UL target for PP students	Difference outcome to previous year (RAG)
Progress 8 score average	2.00 (0.13)	1.16 (0.82)	0.13		G
Attainment 8 score average	84.9 (77.33)	81.8 (80.22)	50.1		G
4+ Basics	100	100	71.5%	100	
5+ Basics	100	99	50.1%	100	
5+ GCSEs including English and maths (9-4)	100 (100)	(99.5)		100	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Pupil premium progress data indicates that whilst positive, and not statistically significant due to small numbers, not all Pupil Premium students make progress inline wit their peers in all subject areas.
B	Transition to a new grammar school environment, and transition back into school routines after a period of remote learning may be more challenging particularly after lockdown.
C	Students' emotional and learning needs may be heightened by their social disadvantage and the impact of lockdown
External barriers (issues which also require action outside school, such as low attendance rates)	
D	Students that are eligible for Pupil Premium are more likely to be absent (below school target of 96%)
E	Students' potential lack of access to rich and varied learning resources, access to the full extra-curricular and cultural enrichment/capital programme and cost of travel to school

4. Desired outcomes

Desired outcomes and how they will be measured	*Success criteria*
• P8 in line with whole school average (+0.82 in 2018/19) and significantly above national average for PP (-0.45 in 2018/19).	• Improvement in progress through tracking, monitoring and intervention in all year groups. • New QA approaches and PP tracking have been developed to consistently evaluate the impact of the strategies and to ensure progress of PP students. • AHT responsible for PP coordinates and evaluates our plans. • Closing the gap between whole-cohort progress data and Y11 Pupil Premium eligible cohort during 2020/21 academic year. • Responsive training for all staff will be offered throughout the year through L&T development groups.

	• Greater focus in curriculum meetings to discuss, monitor, plan and evaluate PP L&T strategies and impact. • Additional training offered at a subject level as required.
• Students settle quickly after lockdown, well-being and mental health of students is good, progress is on track. • Attendance is in line with our expectations of 96%. • Referrals/C4C of PP students are monitored tracked in line with the whole school pastoral systems.	• P8 score has no significant gap between PP and the rest of the cohort. • Rewards and sanctions are in line with the rest of the cohort. • PP students to be a particular focus in lessons - ensuring that our responsive learning and teaching approaches are effective. However, we are a responsive school and ALL students receive QFT.
• Attendance in line with whole school average of 96%, full engagement with the extra-curricular programme, P8 in line with the school average and aspirational careers pathways.	• P8 score in line with whole school (last year +0.82) • Attendance at 96% or more • Aspirational post 16 options.
• All staff aware of PP students they teach and specific circumstances and barriers to learning that they face.	• Personal email/phone calls to Parents' and to check attendance at all events. • Additional training offered at a subject level as required. •
• More students from disadvantaged backgrounds to attend enrichment opportunities and trips as appropriate.	• An equitable proportion of non PP and PP students taking part in enrichment.

4. Planned expenditure 2019 – 2021

In light of lockdown, additional awareness for PP students is going to be particularly important. These approaches were chosen based on the impact assessment in the Sutton Trust Toolkit, in addition to them being areas of focus from CPD in 2019/20.

Use of seating plans and specific tracking to ensure positive engagement and collaborative learning, and use of improved data monitoring and tracking are strands that are highlighted as having more impact on progress by the Sutton Trust.

i. Quality teaching for all

Action	Intended outcome	Cost
Pupil Premium funding to contribute towards key strategic positions within the school • Assistant Headteacher • Data Lead • Pastoral Support • Careers Lead • HoY	**Progress in line with whole cohort.** 1. Active student involvement in lessons, using the focus of quality first teaching and linked to clear identification of need through seating plans and registers. 2. Preparation for high attainment and aspiration at GCSE and Alevel and beyond. 3. Ensure whole class feedback, Mastery and Checking for Understanding (part of Newstead 10) built into schemes of learning and picks up on elements to support progress for all (continuing from 2019/20). 4. Staff training for all on baseline assessments and tracking progress of PP students launched July 2020. 5. Staff can all clearly identify PP students and individual learning needs.	£24,225

Ensure every student has equitable access to learning resources. Ensure that disadvantaged students have access to physical and online resources and opportunity to participate in co-curricular activity with required equipment.	1. Equal accountability across all year groups in relation to raising attainment and progress made by all groups of students. 2. Ensuring specific barriers are understood and high aspiration and achievement is promoted by all to all members of the school community.	
All extracurricular trips and visits will include option for parents to request financial support. Priority given to PP families.	1. Involvement in extracurricular builds cultural capital and deepens level of understanding, engagement and love of the subject.	Included in (ii) below
	Total budgeted cost	£24,225

ii. Targeted support and intervention

Action	Intended outcome	Cost
PP Intervention/contingency fund maintained.	1. Barriers to success removed by ensuring access to uniform, equipment, resources and enrichment activities. 2. Cultural capital increased to support learning 3. Careers/Post 16 study pathways of high aspiration.	£9,200

Pastoral and Careers Guidance Support in place to support students transition back in to school routines and to support the fostering of culture of high aspiration.	1. PP students identified and prioritised for support. Led by AHT/HoY 2. Tracking of achievement points to ensure participation, aspiration and engagement. 3. Attendance monitoring focused on PP students with direct contact from Pastoral Team for PP students.	Included in figure in (i) above
	Total budgeted cost	£9,200

iii. Behaviour and Attendance improvement strategies		
Action	**Intended outcome**	**Cost**
In line with above, tracking of achievement points and attendance to monitor engagement and	1. Ensure early intervention and support strategies in place to remove barriers to success and to identify areas of need and support.	Included in the above figures

iv. Catch-Up strategies (including transition Y6-Y7)		
Action	**Intended outcome**	**Cost**
Baseline assessment and improved tracking of progress in line with whole school data focus.	1. PP Students identified and interventions put in place to close any gaps quickly to enable rapid progress to be made.	Included in the above figures
Pastoral meetings with Pupil Premium students to start conversation around aspiration and ascertain levels of	1. Potential gaps and barriers quickly identified and enrichment activities promoted to build capital and raise aspiration quickly.	Included in the above figures

engagement, aspirations and cultural capital.		
v. SEND improvement strategies (PP eligible pupils who also have identified SEN)		
Action	**Intended Outcome**	**Cost**
SENCo routinely monitors PP Students on SEN register and actively promotes their pupil passports to staff. SENCo and AHT promote staff training on specific PP barriers to learning.	1. Students and individual needs are well known. 2. Quality first teaching is ensured 3. Barriers to success are well known and can be overcome through additional support sessions (mentoring/1.1 and literacy interventions).	Included in the above figures

5. Impact Statement (adapted to review the impact of remote learning during lockdown 20.03.20 – 01.09.20)			
i. Quality teaching for all			
Action	**Impact**	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Quality First Teaching for all and PP achievement in line with Peers	Progress 8 for PP students significantly above National Average Student survey and parent survey highlighted many strengths of our online provision.	QFT remains strong and has enabled us to move quickly between blended, remote and F2F teaching.	
PP funding contribution towards key strategic positions to ensure tracking, monitoring and wellbeing of students	Data collections and progress tracking was able to continue throughout lockdown. Key students identified and interventions are rapidly put in place.	New monitoring and tracking 2021 focus builds on this work.	
Staff training in remote learning	Ensures rapid gains in quality of T&L for students from home. Sharing of best practice disseminated this quickly amongst staff.	Key improvements have been retained and gains in online working and STTC has been facilitated.	
Extracurricular provision a priority	All students actively engaging in a broad enrichment programme from home such as Newstead Live.	Use of online enrichment will be promoted in 2020/21	

- How was high-quality teaching sustained during lockdown?
- How successful was the remote offer and how do you know?
- What lessons did you learn?

Rapid gains in quality of remote learning were made. Colleagues improved their skill set in remote delivery at pace and best practice was shared – led by AHT.

Students and parent surveys throughout lockdown showed that quality and satisfaction with our provision was high.

Opportunities for extra-curricular activities were given and became a strong part of our remote curriculum during this period.

Student achievement continues to remain high and is in line with or better than peers in previous years.

Improve data tracking procedures have enabled enhanced identification and intervention.

Seek to improve remote careers guidance and prioritise PP students for Careers Guidance in 2020/21.

ii. Targeted support and intervention

Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Specific support and pastoral contact for students with a focus on PP and Vulnerable students.	All PP students are known and regularly communicated with. Any non-communication or concern is swiftly acted upon.	Ongoing staff training and supervision to ensure that signs to look out for and sharing practice of how to engage students is continually developed and shared between professionals.	
Vulnerable students specifically tracked and pastoral wellbeing checks in place throughout lockdown	Progress of PP students is known and interventions and support sessions are able to be put in place to close gaps quickly	Registration and delivery of remote support sessions is hard considering students are already working at a screen for 5-6 hours per day. We will need to consider the 'live' expectation	

- How did you target the needs of PP pupils during lockdown?
- How successful were you and how do you know?
- What lessons did you learn?

All PP students were known and made a priority for regular contact from a member of the pastoral team.

All pp students were asked regularly about access to resources and attendance tracked to ensure engagement remained high.

PP access to enrichment and form time activities was monitored to ensure personal and cultural development continued.

Progress tracking and engagement levels continued during lockdown and identified PP students were monitored as part of this and intervention plans used as necessary.

Recognition that we have small numbers of PP students and that they are not a homogeneous group meant we targeted support on an individual basis according to individual needs presented.

PP students continue to achieve highly and have high participation rates.

Targeting of PP students in 2020/21 needs to start early with support to ensure they continue to achieve highly.

Consider wellbeing meetings for PP students upon return to better understand their experience and specific actions that we may need to take.

PP students continued to be supported in enrichment and with resources as necessary using PP funds.

iii. Behaviour and Attendance improvement strategies			
Action	**Impact**	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Tracking of attendance and engagement in online learning	No significant difference between specific groups of students in attendance and engagement data.		

- How did you support PP pupils to participate in remote learning during lockdown?
- How successful were you?
- What lessons did you learn?

Attendance figures for whole cohort compared to PP students and attendance tracking and monitoring of PP students remained a high priority.

All behaviour, wellbeing and attendance notes recorded on CPOMS.

Prioritising of PP students when contacting home remains should we have a further period of lockdown.

iv. Catch-Up strategies (including transition Y6-Y7)			
Action	**Impact**	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Online induction and parents Evenings took place.	Students received a warm welcome to NWS.	We will continue to use this approach alongside face to face in future.	
Data focus enabled baseline assessments to be planned for 2020/21 in the absence of KS2 scores so that progress and aspirational targets can be set.	Targets and details learner profiles are able to be devised swiftly in September 2020.		

- How did you support transition from Y6 into Y7 during lockdown?
- How successful were you?
- What lessons did you learn?

Yr7 students had received transition as usual before we moved into lockdown. Tutor groups were established and good learning behaviours embedded before remote learning bean.

Parents evenings moved online to keep up parental engagement.

Identification and tracking of PP students remained a priority.

v.   SEND improvement strategies (PP eligible pupils who also have identified SEN)

Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Regular check in sessions provided to the students.	Students felt supported/ valued and listened to.	We have learnt that the student's value and appreciate this. We will continue to do this, along with adding in regular drop-in sessions when we return to school.	

Regular data and engagement monitored and appropriate adaptions made.	Allows us to identify if students require any additional support e.g., access the school counsellor/ out in individual interventions/ requires equipment to access the work.	A helpful tool, to act quickly and support both the students and teachers in getting the balance right.	

- How did you support pupils with SEND to access remote learning?
- How successful were you?
- What lessons did you learn?

- All PP with SEND were contacted to ensure they had suitable equipment to access remote learning. Laptops/microphones/cameras were provided if required.
- Students were also informed of school contacts should they wish to access any additional support such as the school counsellor.
- Students' data and engagement have been monitored regularly to identify if they may require a more urgent check in/ offered additional support programmes/ access to come in and work in school – actioned by the SENCO/HOY/Form tutor.
- Flexible plans have been put into place so they are able to achieve.
- We have been able to contact all students and we will continue to monitor them.
- We have learnt that it is essential that the student knows you are here and can support them if they require this, this is important for not only their learning but their mental health.

6. Additional comments

We received £39,270 for the year 2019/20.

The following was paid out directly to students to support assorted costs.
- • Assistance with trips £850
- • Assistance with travel to school £380
- • Revision guides/uniform etc. £4230
Total paid to students £5460

A further breakdown of costs includes the following:
- • Supportive costs in school £33,810 *

*The supportive costs were agreed based on previous years to be formed from specific interventions which we could identify.

Category	Allocated Spend 2019/20
Pastoral Support	£13,143
School Counsellor	£13,143
Teaching and Learning and Assessment	£5,257
Leadership	£2,267
Total spend	**£33,810**

Projected costs for 2020/21 are as follows:

Category	Allocated Spend 2020/21
Trips, Activities and Events	£3,943
Resources e.g. Revision Books	£5,257

Sub Total	£9,200.00

(n.b. this figure is an average figure based on actual figures from previous years. It is our planned allocated spend for PP students in 2020/21)

Category	Allocated Spend 2020/21
Pastoral Support	£5,925
School Counsellor	£5,925
Teaching and Learning and Assessment Data Lead (1 period/fortnight) Data Administration (1 period/fortnight)	**£2,625** £1,625 £1,000
Leadership HoY (1 period per fortnight) Assistant Head (1 period/fortnight)	**£9,750** £8,125 £1,625
Sub Total	**£24,225**
Total spend	**£33,425**