

# 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)	804
Proportion (%) of KS3 & 4 pupil premium eligible pupils	2.6% (21 students)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr A. Blount, Headteacher
Pupil premium lead	Mr P. Leaton, Assistant Headteacher
Governor / Trustee lead	Mrs N. Khalid, Chair of Local Governing Body

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20 055
Recovery premium funding allocation this academic year	£6 090
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	£26 145



## **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.

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.

High-quality 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 through the National Tutoring Programme for pupils whose education has been 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

## Challenges

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

Challenge number	<ul style="list-style-type: none"> <li>• Detail of challenge</li> </ul>
1	<p>Nationally pupil premium students underperform their peers. Our target at Newstead Wood 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"> <li>• 2018 PP students 1.12, whole cohort 0.93</li> <li>• 2019 PP students' data suppressed because of small sample, whole cohort 0.82</li> </ul> <p>Due to COVID, there are no progress 8 scores available for 2020 &amp; 2021. The attainment 8 averages are below instead.</p>

	<ul style="list-style-type: none"> <li>• 2020 PP students 8.56, whole cohort 8.18</li> <li>• 2021 PP students 8.34, whole cohort 7.79</li> </ul> <p><a href="#">Supporting the most academically able disadvantaged pupils</a></p> <p><a href="#">Narrowing the Achievement Gap for Disadvantaged Pupils</a></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><a href="#">What subjects do disadvantaged pupils take?</a></p>
3	<p>Our records 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><a href="#">Improving Reading Outcomes for Economically Disadvantaged Students</a></p>
4	<p>Nationally the education and wellbeing of many of disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>We need to be mindful that there could be knowledge gaps resulting in individual pupils falling further behind age-related expectations.</p> <p>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><a href="#">Improving attendance at school</a></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
The progress our pupil premium students make in school will be in line with their peers	Maintaining the positive progress 8 gap between our pupil premium students and their peers
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad, and varied curriculum</p> <p>Pupil premium students should not be put off choosing a subject because of cost.</p>	<p>Teachers and support staff will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable.</p> <p>Students need to be supported around enrichment in the subject, so they can grow in the subject</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p>

	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.
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).
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	To support the social and emotional problems affecting wellbeing and progress, especially related to COVID 19
Improve the attendance and punctuality of students	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.

## 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: **£3 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L CPD (Cost £3 000)	<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><a href="#">Teacher Feedback to Improve Pupil Learning</a></p>	1

### 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 (Cost £6 090)	<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 (Cost £2 000)	<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"> <li>• <b>Assess</b> their career options and create a personalised action plan</li> <li>• <b>Connect</b> with leading employers, universities and providers at events backed up by our supportive</li> </ul>	1, 2, 4

	<p>network of peers, parents and alumni to inform their options</p> <ul style="list-style-type: none"> <li>• <b>Experience</b> immersive work-based learning opportunities to help them develop the necessary skills and experience to achieve their career goals.</li> </ul> <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>	
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### 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"> <li>• Attendance and punctuality</li> <li>• Academic needs that incur an additional cost</li> </ul> <p><b>(Cost £2000)</b></p>	<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>	1, 5
<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"> <li>• Academic progress</li> <li>• Option choices, year 9 &amp; 11</li> </ul>	<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>	1, 2
<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"> <li>• Accessing the library</li> <li>• Encouraging reading for pleasure and academic reading</li> </ul> <p><b>(Cost £2 000)</b></p>	<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>	3
<p>Whole class reading during pm form time twice a week and silent reading once a week.</p>	<p>Introducing the reading program across the school normalises reading and encourages all students to read for pleasure.</p>	3
<p>Weekly pastoral meeting with AHT and HoY at each key stage</p>	<p>Each vulnerable child is discussed including our disadvantaged pupils on a weekly basis</p>	4
<p>Heads of Faculty and Heads of Year closely monitor the progress of disadvantaged learners</p>	<p>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</p>	1, 2

<p>There is an extensive and diverse enrichment program at Newstead Wood</p>	<p>All students are encouraged to participate in the wider school life</p> <ul style="list-style-type: none"> <li>• Elective program (year 10 –13)</li> <li>• A rich and diverse collection of lunchtime clubs and societies</li> <li>• A wide range of sporting activities are offered at Newstead Wood at both lunchtime and after school</li> <li>• Music and Drama form an important part of school life for many students.</li> </ul>	<p>1, 2, 4</p>
<p>Free school meals</p> <p><b>Cost (£9 177)</b></p>	<p>Providing free school meals to our disadvantaged students.</p> <p><i>“A free school meal that is <b>healthy and nutritious</b> can make a huge difference for infant pupils' well-being, education and health.” The BMA</i></p>	<p>4</p>
<p>Supporting individual disadvantaged students with their academic needs</p> <p><b>(Cost approx £2 000)</b></p>	<p>Suppling calculators, revision guides, supporting student with trips that require added funding etc</p>	<p>1, 2</p>

**Total budgeted cost: £26,790**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

With the return to school in September 2020, our PP Strategy had been based around being in school with face-to-face learning that year. Significant aspects of the original actions and desired outcomes had to therefore be adapted to reflect the changing picture facing schools. This included more detailed monitoring of access to curriculum from home, attendance and engagement in learning and extra curricular aspects of PP students the disruption in the run up to Christmas 2020, the further lockdown in January to March 2021 as well as during various spikes in covid cases in the summer term.

Our most disadvantaged students were, as always, potentially most at risk from this disruption. To ensure that all students, including PP students, were able to access the curriculum as it was being delivered, regular monitoring and check in surveys and meetings were carried out. Some surveys were about learning and managing screen time, whilst we also surveyed students in terms of access to IT as well as offering to our disadvantaged students the option to attend school as needed.

Staff are able to clearly identify PP students and “checked in” with PP and SEND students regularly during live-streamed lessons to ensure they were able to support them more effectively while remote teaching.

Tutors, the Pastoral Team and Heads of Year were, therefore, able to continue to support these students. The comprehensive and consistent use of MSTeams as the school platform also supported the students in a smooth transition to remote learning. Training was given to staff, in a staged approach, to gradually build up the quality of live teaching using the technology available. This included break out rooms, use of rubrics and meaningful, manageable feedback online.

Through 2020/21, we adapted our library use systems and implemented a bubble rota to ensure that students were still able to access reading books when we were back in school but operating in bubbles. Every PP student who wished to participate in activities and enrichment opportunities were able to through the offer of financial support, including enrichment planned for the end of the summer term. Naturally though, the extent of this offer was reduced last year.

Whilst outcomes are not published for the last two academic years, our tracking showed that PP student outcomes exceeded their peers in Year 11. Our internal tracking continues to show that students are making very good progress. However, we are very aware that the impacts of remote school and COVID may manifest over a period of time, therefore we continue to maintain a careful watching brief.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021

Year 11 (2021 results)	Disadvantaged	Cohort
Progress 8 (approx)	Unavailable (due to COVID)	Unavailable (due to COVID)
Attainment 8	8.34	7.79

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

### Externally provided programmes

N/A

## Service pupil premium funding (optional)

N/A