

Pupil premium strategy statement: Noadswood 2023 - 2024

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Noadswood
Number of pupils in school	992
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	October 2023
Date on which it will be reviewed	Termly @ Senior Leadership Team meetings Termly @ School Improvement Committee meetings
Statement authorised by	Kathryn Marshall - Headteacher
Pupil premium lead	Helen Loveday – Assistant Headteacher
Governor / Trustee lead	Alison Munden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,125.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Noadswood is proud to be a caring and inclusive community. We are committed to ensuring that all students are provided with an educational experience that enables them to make the best academic progress. Our ultimate objectives for our disadvantaged students are;

- Outcomes which enable them to continue their educational careers in whichever direction they choose.
- Early identification of barriers to learning leading to bespoke interventions which enable these barriers to be removed.
- For all students to receive emotional, mental health and well-being support that enables them to feel happy and safe whilst enjoying their school experience.

The key principles of our pupil premium strategy plan are high quality teaching within our classrooms, targeted and individual support and wider strategies focused on attendance and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Progress and outcomes for disadvantaged students, specifically within the core of English and Maths but also across foundation subjects where outcomes have been lower in the last year.
2	Attendance of disadvantaged students.
3	Increase in mental health and well-being needs of all students.
4	Attitudes towards behaviour and learning.
5	Financial challenges facing our disadvantaged students and their families as a result of the cost-of-living crisis.

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
Improve the progress and outcomes of disadvantaged students through high quality teaching and learning.	Each teacher is supported in delivering high quality teaching which is shown through monitoring and outcomes and which results in improved attainment outcomes for all

	students, including those who are disadvantaged.
Improve the attendance of disadvantaged students through a focused attendance project.	The gap in attendance of disadvantaged students narrows and becomes in line with national average.
Ensuring effective assessment, feedback and interventions for disadvantaged students.	Monitoring by subject leaders and SLT will show effective assessment, feedback and interventions leading to improved outcomes.
Improving the literacy and numeracy of all students, particularly at KS3.	KS3 students will begin KS4 at age related expectations.
Develop high quality teaching staff with an excellent understanding of pupil premium.	All staff will approach disadvantaged students with a secure understanding of the specific challenges of each individual leading to improved attendance and outcomes.
Ensure that students who are following an alternative curriculum pathway are not inadvertently disadvantaged and have access to high quality teaching and learning content.	Alternative pathways will be aligned to the curriculum taught within 'mainstream' lessons and data will show a closing of gap.
Effective use of behaviour data to monitor students and use bespoke strategies to help support positive change.	Behaviour data will show improved learning behaviours.
To raise aspirations of disadvantaged students.	All disadvantaged students will have secured a college, apprenticeship or other training prior to leaving school.
To ensure that disadvantaged students have access to ICT equipment such as laptops, wifi dongles, data and adequate internet connections.	Students will have access to all curriculum content including homework activities ensuring there is no technological inequality.
Provide opportunities for all students to access enrichment activities and develop cultural capital.	Attendance data will show students have regularly accessed extra-curricular activities, enrichment activities and trips.
Providing students with a safe space / quiet area to attend in times of emotional need/distress.	Students will show emotional self-regulation and behaviour data will show a decrease in requests for support.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year, 2023 - 2024** to address the challenges listed above.

When identifying activities to target the challenges identified, we refer to the following pieces of guidance and evidence to inform our decision making:

- Education Endowment Foundation Teaching and Learning Toolkit
- Research on disadvantaged pupils and the vocabulary gap
- Our attendance, behaviour and progress data
- Our combined professional experience of what works best and our knowledge and understanding of the circumstances facing our disadvantaged students and their families.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Detail	Challenge number(s) addressed
<p>Targeted interventions to support students with their mental health and emotional well-being.</p>	<p>The pastoral team continue to play a vital role in supporting our most vulnerable students. Since the Covid-19 pandemic we continue to see an increase in the need for additional mental health and well-being support for our students.</p> <p>In 2023 – 2024 we will continue to fund the salaries of the additional staffing within the pastoral team who work with our most disadvantaged students.</p> <p>We will also continue to work with the following interventions in order to provide 1:1 and small group support for those who need it:</p> <p>GoFish Mentoring: These sessions provide coaching and mentoring for our students. These are bespoke sessions for the individual need but focus on supporting students with raising aspirations and overcoming obstacles to achieve academic successes. GoFish mentoring is predominantly, but not exclusively, used with students in Years 9 and above.</p>	<p>2,3,4</p>

	Standing Ovation Project (Young Gentleman's Club and Let It Shine): These sessions aim to use the creative arts to increase the self esteem of young people. Students are selected via the Year 7 and 8 Year teams.	
Specific CPD training for all staff	We will ensure that all staff receive regular CPD in the teaching and learning strategies outlined in our School Improvement Plan (For example, retrieval practice and improving literacy)	2

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

Budgeted cost:

Activity	Detail	Challenge number(s) addressed
Targeted academic residential weekend to include deep dive sessions in English, Maths and Science.	We plan to run a targeted revision weekend experience for all Year 11 disadvantaged students.	2
Use of National Tutoring Programme to ensure progress in the core subjects.	We will use the National Tutoring Programme to deliver 1:1 tutoring sessions in English, Maths and Science to disadvantaged students.	2
Provision of revision and other academic resources for KS4 students to aid with GCSE subjects.	We will ensure that all disadvantaged students are provided with key revision materials such as revision guides and copies of texts.	2

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

Budgeted cost:

Activity	Detail	Challenge number(s) addressed
Attendance project specifically focusing on those who are PA.	There continues to be a gap in the attendance of our disadvantaged students and those who are not. Our attendance action plan will further detail our specific projects and actions which will include breakfast clubs, home visits and regular meetings with students and their families.	1

<p>Bespoke curriculum packages such as Flexible Learning, college placements and LIFE project for students requiring an alternative curriculum pathway.</p>	<p>We are proud of the different curriculum pathways that offer students. This includes a variety of alternative pathways. Whilst these provisions are available to all students, we continue to prioritise disadvantaged students for placements on these projects.</p>	<p>2,4</p>
<p>Provision of school uniform to disadvantaged students requiring this support.</p>	<p>We will continue to fund additional support for disadvantaged students to ensure that they are able to access both a broad and balanced curriculum and also have access to extra-curricular activities and experiences.</p> <p>We have a banding system used for the allocation of pupil premium funding on school trips – details of this are provided directly to families.</p>	<p>5</p>
<p>Provision of Food Tech ingredients for disadvantaged students.</p>		<p>5</p>
<p>Funding for extracurricular activities and enrichment such as music lessons and attendance on trips.</p>		<p>5</p>

Part B: Review of outcomes in the previous academic year 2022 - 2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 - 2023 academic year.

Our strategy statements for the 2023 – 2024 academic year are a continuation of our strategy outcomes for the 2022 – 2023 year. We intentionally focused our spending and activity on the following 3 areas:

- Progress and attainment of all disadvantaged students to be in line with non-disadvantaged.
- To raise the attendance of disadvantaged students.
- To increase the emotional, mental health and well-being support available to our disadvantaged students.

During 2022/2023 we tried to close the gap by specifically targeting students with NTP tutoring in English, Mathematics and Science. Alongside this, we purchased revision materials for all PP students in every subject, and tracked the attendance of these students to specifically revision classes.

Within class, our whole school strategy was to target PP students within class for extra support / assistance and guidance.

The results shown in 2022/2023 have not reduced the disadvantaged gap, and this is in part due to the stringent return to examination rigour for 2022/2023. Nationally this gap has widened and unfortunately Noadswood has experienced this too.

Our aim is to continue to support in class and using NTP, however we'll also begin to look at wider strategies to academically support PP students outside of the classroom, where the gap between disadvantaged and non-disadvantaged students tends to be greatest.

In the 2022 – 2023 academic year, pupil premium funding was used to fund additional staff into our pastoral team including a behavioural support assistant and an inclusion support assistant. In addition to this, 3 members of staff have completed ELSA training and we have appointed a school counsellor, working 2.5 days per week. This additional support has ensured that students needing additional mental health and well-being support are able to access the right support for them, in a timely manner. With the addition of these colleagues, plus the various additional groups and interventions that are on offer, a large number of students across the school, in all year groups, will continue to benefit from targeted interventions to support with their specific needs.

The attendance of all pupils continues to be a key focus for Noadswood. We saw some great individual success and improvements across the last year and will look to build on this in the coming year. Our whole school attendance action plan is being rewritten and will be relaunched to staff in the early part of 2023 – 2024 academic year. Recent publications by the Department for Education have been used to build our attendance action plan and the attendance of disadvantaged students will be a key focus here too. This year (2023-2024) we will use some of the funding for the provision of regular home visits and interventions which can take place outside of the main school site.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring	NTP