# Pupil premium strategy statement – Newfield School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 99 |
| Proportion (%) of pupil premium eligible pupils | 62% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/ 2023 to  2024/2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | June 2023 |
| Statement authorised by | *Mr C Whelan (Headteacher)* |
| Pupil premium lead | *Mrs S Furlong ( DHT)* |
| Governor / Trustee lead | *Roger Hills* |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £62,475 |
| Recovery premium funding allocation this academic year | £31,000 |
| Pupil premium (and recovery premium) funding carried forward from previous years | 0 |
| **Total budget for this academic year** | £93,475 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to utilise pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Our pupil premium strategy is primarily focused on the needs of disadvantaged pupils however it will also benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching.  At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Our curriculum aims are to have:   * Successful pupils, who enjoy coming to school to learn, make progress and reach their full potential. * Curious independent learners, who are excited to understand key concepts in greater depth both inside and outside of school. * Confident and resilient individuals who are able to live safe, healthy and fulfilling lives. * Responsible and respectful citizens who make a positive contribution to society and modern Britain.   The pupil premium funding allows us to ensure that disadvantaged pupils are able by receiving high quality interventions both academic and non-academic to help them reach their full potential in school and to access the wider opportunities available to them. |

## Challenges/ Barriers

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

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| Challenge number | Detail of challenge |
| 1 | Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have an age related reading score less than average |
| 2 | Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers social interaction difficulties. (SEMH/ ASD/ Social Communication, Sensory needs) |
| 3 | Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to make less progress in Maths and English compared to the non-disadvantaged. |
| 4 | Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. |
| 5 | Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to attend school |
| 6 | Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies. |

## 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.

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| Aim | | Evidence of impact |  | Challenge Number |
| All pupils to make at least expected progress in English and Maths across all Key Stages. | Pupil data shows that they have made the appropriate progress in line with their expected end of year targets. | | July 2025 | 3 |
| To provide a diverse curriculum at Newfield school that meets both the academic and non-academic needs of our pupils | Newfield School rationale from Policy:  Newfield School offers a broad, balanced, bespoke and exciting curriculum which helps to develop the knowledge and skills of the National Curriculum and other areas of learning for every individual pupil | | July 2025 | 2 |
| All pupils to make good or better progress in reading and leave Newfield School with an age related reading age. | Reading assessments carried out twice a year.  Phonics training for staff to enable them to support interventions.  Targeted interventions across all subjects to encourage and promote a love of reading. | | July 2025 | 1 |
| All Key Stage 4 pupils to leave with a minimum of 5 external outcomes. | 100% of Year 11 pupils will leave with an external qualification in English and Maths.  Targeted support and interventions carefully mapped out for pupils. | | July 2025 | 3 |
| To improve attendance to above 95% | Pupils who attend school will most likely achieve further outcomes. | | July 2025 | 5 |
| At the end of each Key Stage all pupils will achieve internal certification/ awards, ie: Duke of Edinburgh, ASDAN, SMSC Passport | To promote the hidden curriculum and to enable all pupils to leave Newfield School with internal and external outcomes. | | July 2025 | 4 |
| For all Key stage 4 to have an opportunity for Work placement and possibly extended work placement | Pupils widen their knowledge of the world of work and develop their social interaction skills. | | July 2025 | 4 |

## 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)

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| Activity | Evidence that supports this approach | Challenge Number |
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| CPD for teaching staff on developing pupils’ mental models and recognising and demonstrate strategies on improving long and short term memory. | Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:  Cognitive Load Theory and its application in the classroom – The Early Career Hub  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf> | 2,3 |
| To continue to provide CPD to help support staff with teaching the new PSHE /RSE curriculum | * By following the statutory PSHE curriculum, research suggests it * Boosting academic success * Building character and key skills for life and work * Supporting employability * Removing barriers to learning   <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/989293/Relationships_Education__RSE_and_Health_Education_Ipsos_Mori_research_report.pdf> | 2,3 |
| To provide staff training around ASD, sensory processing needs and social communication, through the use of Sefton LA | * To audit school resources and purchase sensory equipment to meet the needs of our pupils. | 2 |
| Budgeted Cost |  |  |

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

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| Activity | Evidence that supports this approach | Challenge No |
| To offer a variety of interventions and enrichments tasks such as Art, Lego, play, cooking to support and enhance pupils emotional wellbeing. | There are many  benefits to emotional therapy within the school framework and there are many who believe that  it is more efficient than therapy at community mental health centers, in terms of accessibility and  shorter waiting times (Hussey & Guo, 2003). However, the main advantage is the flow of  information and mutual enrichment between therapists and school staff members (Moriya, 2000)  *There are many benefits to* ***emotional therapy*** *within the school framework and there are many who believe that it is more efficient than therapy at community mental health centres, in terms of accessibility and shorter waiting times (Hussey & Guo, 2003). However, the main advantage is the flow of information and mutual enrichment between therapists and school staff members (Moriya, 2000)* | 2  2 |
| To improve Reading Schemes across the curriculum, at all key stages | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  In order to raise the average reading age across all Key Stages, pupils need to be engaged and motivated through use of different teaching strategies and interventions,. | 1 |
| To assess pupils attitudes to self and school using PASS and to have the staff in place to provide interventions, analyse and monitor the impact, | The Pupil Attitudes to Self and School (PASS) is a short self-evaluation survey that may be used to gain insight into attitudes that could be hindering achievement. It can capture feelings about school and teachers, and help to detect possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection and alienation.  There are 70 strategies which can be used to support pupils. | 2, 5 |
| Budgeted Cost |  |  |

### Wider strategies (for example, r

### Related to attendance, behaviour, wellbeing)

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| **Activity** | **Evidence that supports this approach** | **Challenge No** |
| To improve the attendance and behaviour of all PP pupils. | First day response calls.  Home visits by on site EWO.  Support parents  Personalised curriculum planning to encourage attendance.  Rewards programme to incentivise and reward improved and sustained good attendance A structured rewards programme available to all students will motivate and incentivise our pupils to progress in all areas. | 5 |
| To improve the pupils mental, emotional and physical health | Pupils to access external services such as Kooth, Education psychologist, art therapist, play therapist, mental health support teams, OT, and school nurse.  Staff trained in Mental, Health first aid, ELSA, Emotional Literacy  Staff and pupils are aware and have strategies for supporting mental health concerns  Intervention, support and appropriate curriculum is in place to continue work in the area of mental health  Staff will feel confident in identifying a Mental Health and know how to respond accordingly. | 2 |
| To devise a personalised curriculum to support pupils with SEMH to make progress. | Devise a personalised learning curriculum with a key member of staff which will encourage and motivate all pupils to engage within education, removing as many barriers to learning as possible.  IMPACT:  There will be a clear **remote education** structure in place to support ALL pupils needs whose SEMH needs have been impacted upon due to COVID 19. | 6 |
| To teach pupils how to become peer mentors, so they can provide and accessible point of contact for their peers who are experiencing difficulties in school. | Pupils identified as mentors. This intervention is aimed at pupils to provide an accessible point of contact for their peers experiencing difficulties in school.  Training to begin in Spring term.  Impact measured from Summer term.  Pupils to feel safe in school and have a designated space to talk to their peers when needed. | 1,2 |
| Budgeted Cost |  |  |

## Externally provided programmes

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| Programme | Provider |
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# Further information (optional)

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:   * Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study. * Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.   **Planning, implementation and evaluation**  In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.  We used the EEF’s families of schools database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.  We looked at several reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.  In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.  We have used the EEF’s implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time. |