



# Newstead Wood School

## Pupil Premium

**September 2022 – September 2025**

### LONG-TERM PLAN (3 YEAR TIMESCALE):

1. Fully embed a culture of high aspirations, work ethic and outstanding behaviour for learning amongst disadvantaged students so they attain the same as higher non-disadvantage students.
2. Ensure disadvantaged students make at least the same progress as national non-disadvantaged students at all Key Stages.
3. Improve the attendance and punctuality of disadvantaged students.
4. Ensure all staff know and understand the barriers to learning their disadvantaged students have and take steps to remove them.
5. Ensure all disadvantaged students and parents are fully aware and understand further education and choices, post 16.
6. Fully engage disadvantaged students by supporting and engaging with their parents.
7. Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts.

Objective	Actions	Stage
<p>1. Continue to fully embed a culture of high aspirations, work ethic and outstanding behaviour for learning amongst disadvantaged students.</p>	<ul style="list-style-type: none"> <li>• All staff ensure they have high expectations at all times, using the teaching and learning policies and the behaviour policy, both inside the classroom and around the school.</li> <li>• Use behaviour point data to identify barriers to learning. Work with Leaders to ensure that staff have CPD to support with any points raised. Track the common issues that lead to behaviour points. See if any patterns exist then work with HOY to identify issues.</li> <li>• Update staff regularly on the Pupil Premium Policy and ensure they are fully aware of current context / issues relating to PP students.</li> <li>• Further embed and develop strategies to further improve quality first teaching through department meetings and learning reviews.</li> <li>• In learning review feedback, have questions to focus on attainment of pupil premium students and strategies being used to support the disadvantaged with areas to develop fed back to HODS.</li> <li>• Continue to fully embed a rigorous assessment procedure.</li> <li>• HOY to work with designated LG members to review data at each year group. PP attainment and progress to be a key item at in these meetings.</li> </ul>	All
<p>2. Ensure disadvantaged students continue to make at least the same progress as non-disadvantaged students at all Key Stages.</p>	<ul style="list-style-type: none"> <li>• P8 data for 2022 tbc but 2018 and 2019 data shows disadvantaged students make better progress than non-disadvantaged.</li> <li>• All disadvantaged students to be fully aware of assessment dates, coursework dates. This is delivered through departments and assemblies.</li> <li>• Student voice survey will incorporate technology access and other barriers disadvantaged students may have to out of school learning and to be analysed by PP lead.</li> <li>• PP lead to meet with HOD/KS3 Lead were students are not performing in line with cohort.</li> <li>• Subject Leaders to fully analyse data to ensure underperformance is highlighted in the first possible instance and take action where appropriate.</li> <li>• PP lead analyses data at start of academic year to identify where departments have had the most success and share good practice. VBW</li> <li>• Mid and end of year - PP lead identifies groups of PP students who are underperforming to organize catch-up tutoring and identify barriers to learning.</li> <li>• Organize bespoke support and intervention based on need and review in a timely manner to maximize student performance and ensure intervention is 'needs' led.</li> <li>• Leaders to create and update a list of students who are at risk of underperformance compared to their peers. HOY/HOD/PP lead meet.</li> <li>• Leaders to compare work of similar ability students PP / non-PP to check for inconsistencies, poor progress and ensure that setting includes a proportionate number of PP students.</li> <li>• Teachers ensure they identify and meet their needs through rigorous assessment for learning, literacy and numeracy strategies, and targeted interventions. Analysis of data is used to evaluate</li> </ul>	KS3 to KS5

	<p>provision/ provide further support.</p> <ul style="list-style-type: none"> <li>Promote Modern Foreign Languages to PP students to ensure entry rate matches proportion of non-disadvantaged students.</li> </ul>	
3. Improve the attendance and punctuality of disadvantaged students.	<ul style="list-style-type: none"> <li>Attendance Team to run a live attendance and late report. PP lead to check for PP students dropping below 95% or have 3 lates or more in a term</li> <li>Tutors to ensure they build strong relationships with their tutees. This will add greater depth to conversations about attendance and progress. Tutee's to receive the late and attendance report for their form termly.</li> <li>Letters sent home every term, to highlight current attendance. Attendance team, then send letters when attendance improves.</li> <li>Parent contact to offer support will be held with any student who is below 90% (unless evidenced by medical).</li> <li>Year Leaders to ensure they meet regularly with the attendance manager to discuss concerns.</li> <li>All staff to ensure they are fully aware of their CPOMS alerts. Staff will then be fully informed and be able to support as required.</li> <li>PP Lead to meet with Attendance lead and Year Leaders where students are failing to make progress based on their attendance to discuss strategies for support and actions to improve attendance.</li> </ul>	All
4. Ensure all staff know and understand the barriers to learning their disadvantaged students have and take steps to remove them.	<ul style="list-style-type: none"> <li>PP Lead to ensure information is shared on why disadvantaged students are falling behind nationally, HODs to consider PP v non PP in own data. If no gaps why? Share good practice? what strategies are in place to support them including dates for review.</li> <li>SLT and welfare team to highlight the contextual factors affecting some of the most vulnerable students. Teaching staff to be provided with CPD from staff who work closely with disadvantaged students to make sure they have a more detailed awareness of life outside the School.</li> <li>Welfare/Support Team to ensure CPOMS is up to date. Welfare Team to ensure all staff are trained on how to use CPOMS with regular reminders termly.</li> <li>Any disadvantaged student who needs resources – revision guides / uniform for PE/ uniform access to extra -curricular provision is supported where this is appropriate. This is coordinated by Welfare / HOY and HODs who are aware that this support is available for PP students.</li> <li>All PP students to be fully equipped. Their needs identified by HOY, teachers, and welfare team. This is co-ordinated by PP lead.</li> </ul>	KS3-5
5. Ensure all disadvantaged students and parents are fully aware and understand further	<ul style="list-style-type: none"> <li>All disadvantaged students to have a careers appointment within the first term of Year 11. This will include advice and support on further education, apprenticeships etc.</li> <li>PP students to be offered earlier appointments in year 9 and 10 when required, to motivate and</li> </ul>	KS4 KS4

<p>education and choices, post 16.</p>	<p>provide aspirational targets.</p> <ul style="list-style-type: none"> <li>• Year leaders to ensure they are knowledgeable regarding the options their students will have.</li> <li>• All disadvantaged students to attend the Sixth form evening and Careers evening.</li> <li>• PP lead to meet disadvantage students in year 11 and 13 for Careers to ensure there is an up-to-date spreadsheet showing applications, choices, needs for every student in Year 11.</li> <li>• Regular guest speakers, alumni of Newstead highlighting aspirations and success</li> <li>• Sixth form students to be informed of and encouraged to apply for Bursary support.</li> <li>• Sixth form students to be offered and encouraged to have aspirational goals through links with external agencies/ universities / work experience/ summer schools/ courses.</li> </ul>	<p>KS3, KS4 and KS5</p> <p>KS4 and KS5</p> <p>KS4 and KS5</p> <p>KS5</p> <p>KS5</p>
<p>6. Fully engage disadvantaged students by supporting and engaging with their parents.</p>	<ul style="list-style-type: none"> <li>• Ensure all disadvantaged students attend parents' evening. Text message reminder/ phone calls home where parents haven't made appointments. Follow up calls to missing parents.</li> <li>• All reports sent home to be followed by a questionnaire to parents. This will include questions such as are you pleased with the progress, can the school offer support etc. PP lead to send home</li> <li>• Use social media to promote special events such as Careers Evening, PA events, House competitions etc.</li> <li>• Speak with Year 9 parents before options highlighting importance of EBACC subjects so more informed decisions can be made with choosing options.</li> </ul>	<p>All</p> <p>KS3</p>
<p>7. Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts.</p>	<ul style="list-style-type: none"> <li>• Whole School Head of Literacy to launch and embed literacy program which includes introducing a whole school reading program. Students will read for enjoyment with their tutor group and tutor.</li> <li>• All LAC students to receive 'Learning to Fly' in English and Library information at Newstead to promote literacy and parental/ carer engagement in reading.</li> <li>• Greater emphasis on reading subject texts/questions in class to support learning.</li> <li>• CPD for staff to ensure all students receive the same high-quality support with reading and vocabulary development.</li> <li>• PP Lead to meet with HoY and SENCO where low attainment has been identified to discuss strategies.</li> <li>• Adjustments to be made to provision where needed, one page profile to be added to Arbor to be shared with teaching staff and reminders about the importance of using these for Quality First Teaching.</li> <li>• Use of KOs to support rich language acquisition.</li> <li>• Disadvantaged students identified as having receptive and expressive language difficulties to be identified at the earliest point and supported using NGRT and EAL data</li> </ul>	<p>All</p>

Although, at Newstead Wood School, every member of staff has a responsibility to ensure the progress of PP student, at least matches the performance of Non-PP students; there are key staff within the school, where PP progress is a key part of their role. Where Leaders are mentioned, it includes the following (unless it states Year Leaders) –

- Members of the Leadership Group
- PP Strategic Lead
- Heads of Department
- Heads of Year SENCO
- Student Support Mentor
- Safeguarding Lead

**Next Review July 2023**