

Pupil premium strategy statement – Newstead Wood School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	827
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2025
Statement authorised by	Alan Blount (Headteacher)
Pupil premium lead	Ben Williams (Assistant Headteacher)
Governor / Trustee lead	Mrs N. Khalid, Chair of Local Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£55,900

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

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.
- We ensure our disadvantaged students make the same progress as higher ability non-disadvantaged pupils and become active and engaged citizens.

Our highly aspirational curriculum at Newstead ensures that all students make progress no matter what their contextual background. 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.

Newstead Wood School is committed to providing an exceptional education that empowers all students, particularly those from disadvantaged backgrounds, to reach their full potential. We believe that every student, regardless of their circumstances, deserves the opportunity to succeed.

Our Pupil Premium strategy is designed to:

- **Close the attainment gap:** We aim to ensure that disadvantaged students make the same progress and achieve the same high standards as their non-disadvantaged peers. We will continue with this
- **Raise aspirations:** We will cultivate a culture of high expectations and ambition among all students, inspiring them to dream big and work hard.
- **Enhance well-being:** We will prioritise the emotional and social well-being of our disadvantaged students, providing support to overcome any barriers to learning.
- **Provide targeted support:** We will implement evidence-based interventions and strategies to address the specific needs of each disadvantaged student.

To achieve these goals, we will:

- **Prioritise disadvantaged students:** We will ensure that disadvantaged students are at the heart of our decision-making and resource allocation.
- **Offer high-quality teaching and learning:** We will invest in professional development for our staff to deliver engaging and effective lessons.
- **Provide additional support:** We will offer targeted interventions such as tutoring, mentoring, and small-group teaching.
- **Encourage attendance and punctuality:** We will work closely with families to improve attendance and punctuality rates.
- **Promote a positive school culture:** We will foster a supportive and inclusive environment where all students feel valued and respected.
- **Offer careers guidance and advice:** We will help disadvantaged students make informed choices about their future.
- **Monitor and evaluate:** We will regularly track the impact of our Pupil Premium strategy and make adjustments as needed.

By implementing these strategies, we are confident that we can make a significant difference in the lives of our disadvantaged students and ensure that they have the tools and support they need to succeed.

The key objectives of our 3-year plan include:

1. Fully embed a culture of high aspirations, work ethic and outstanding behaviour for learning.
2. Ensure disadvantaged students make at least the same progress and attainment as higher ability non-disadvantaged students at all Key Stages compared to national data.
3. Improve the attendance and punctuality of disadvantaged students.
4. Ensure all staff know and understand the barriers to learning when they are identified and take steps to remove them.
5. Ensure all disadvantaged students and parents are fully aware and understand further education and choices at each transition.
6. Fully engage disadvantaged students by supporting and engaging with their parents.
7. Ensure all students have the reading and literacy skills to enable them to make progress across all of their subjects.
8. Working with Disadvantaged students in the local area through a programme to support disadvantaged students in preparing for the entrance exam, removing barriers which may prevent a disadvantaged student applying.

Challenges

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

Challenge number	Detail of challenge
1	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. Progress 8 scores • 2018 PP students 1.12, whole cohort 0.93 • 2019 PP students' data suppressed because of small sample, whole cohort 0.82 • 2022 PP students data 1.18, whole cohort 1.05 • 2023 PP students data suppressed because of small sample, whole cohort 1.14 • 2024 PP students 0.32, Non PP 1.06, whole cohort 1.02 • 2025 no progress data Attainment 8 scores: • 2024 PP: 73 Non PP: 80.3 • 2025 PP: 83.44 Non PP: 82.58
2	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. 2022 PP students at Newstead took on average 9.78 GCSE's compared whole cohort 10.03 and to 7.78 Nationally 2022 77% of PP achieved EBACC compared to whole cohort of 71% PP Ebacc APS: 8.39 Non PP Ebacc APS: 8.16 Non-disadvantaged national Ebacc APS: 4.70 In 2023, the average number of qualification taken were: PP:10.25 Non PP:10.6 The Ebacc APS for PP: 7.5 compared to Non PP: 8.31 Government targets have all 75% of all students (PP and non PP) achieving EBACC and 90% by 2025. In 2024 The Ebacc APS for PP: 6.54 compared to Non PP: 7.38 In 2025:

	Ebacc APS PP: 7.5 compared to Non PP: 7.59 so in line 44.44% entered for Ebacc compared to 56.4% non PP Ebacc is now not a measure but Newstead will continue to prioritise Academic breadth and ensuring PP students do not access a narrower curriculum. Disadvantaged pupils should have equal entitlement to a broad academic curriculum, including sciences, humanities, languages, and creative subjects. What subjects do disadvantaged pupils take? Curriculum and Assessment Review Final Report - GOV.UK Improving educational outcomes for disadvantaged children
3	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally do not attain as well compared to their peers. The average grade of pupils was higher than the average for their disadvantaged peers at each key stage. The biggest difference was Year 8 which was half a grade in average EOY grades. In Year 10 the average grade of PP students was in line with their peers (74 and 72 both averaging "Grade 7")
4	To ensure PP students achieve at least 96% attendance. Any concern with PP students' attendance is addressed through a multi professional approach. This approach also supports the families, who can otherwise become disengaged. This is to ensure students feel supported and more confident about attending school and being in the academy. Pastoral staffing has been increased so that students have greater support when returning to school from any period of absence. Last Year at Newstead no year group had a PP attendance of below 96% except Year 9 where PP attendance was 95.93%. Attendance was in line with peers but continues to be a focus due to the challenge we know attendance is nationally. Non PP Persistent Absentee was 13.85% last year with PP students being slightly higher at 14.1%. However closer analysis of years 7-10 show non PP persistent absentee % to be 13.33% compared to PP rate of 2.37%. The reason to compare 7-10 without 11 is Study Leave began on 9th May. Year 11 PA rates until study leave showed PP as 6.71% and non PP as 3.7% meaning PP students are more likely to be persistently absent and will continue to be a focus. Pupil Premium students are as likely to be late (2.2% last academic year) compared to their peers 2.3%) Attendance is never solved though, so in in line with peers continues to be a focus so students receive the benefit of high quality teaching
5	Welfare issues and mental health challenges are more prevalent now, as evidenced by the increase in referrals. This can impact attendance as well as attainment. Discussions with families and students show that many of our disadvantaged students' mental health has been impacted since Covid. These findings are backed up by several national studies on partial school closure and our own UL research. All students to receive a structured PSHE program throughout the year. A non-teaching DSL has been recruited to support with the increasing demands in this area

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
Attainment 8	Disadvantaged students to achieve at least as well as their peers at KS4

Curriculum Breadth	100% of disadvantaged students in Year 11 and 10 taking GCSE's in line with their peers and we see no narrowing of their curriculum All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Pupils love learning and have access to an engaging, broad, and varied curriculum Pupil premium students should not be put off choosing a subject because of cost. Teachers and support staff will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable. Students need to be supported around enrichment in the subject, so they can grow in the subject Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. All students need to be supported with their options choice. Pupil premium students need to know they will be supported if these subjects involve additional costs.
Develop a Reading Culture	A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community All students have regular sessions to read in form access to the library, 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).
All students, and especially disadvantaged student, are given multiple opportunities to gain cultural capital.	Our aim is for at least 90% of key stage 3 PP pupils to participate in some form of enrichment inside or outside of school (e.g. sports or afterschool clubs). They will have the opportunity to take part in trips to museums, galleries, theatres or universities as part of our curriculum enrichment week and careers programme.
Improve the attendance and punctuality of students	Sustained high attendance of disadvantaged pupils by 2025-2026, demonstrated by an average attendance for all pupils of 96% and the attendance gap between PP and non-PP students being less than 1% Monitoring of attendance and punctuality by Assistant Headteacher and Heads of Year. Regular contact with parents to increase pupils' attendance, decrease persistent absence and improve punctuality. Attendance is a standing agenda item at SLT meetings, students receive a fortnightly report of their attendance, Attendance team looking for patterns in absence and lates.
Pupil Premium students are fully prepared for their next steps.	Pupil Premium students show that they are active, well rounded and informed citizens. They act on the support provided by all staff including careers, external agencies, speakers etc.

	The proportion of PP students who attend extra-curricular activities matches the proportion of non-PP. The proportion of PP students who participate in student voice activities matches the proportion of non-PP.
Percentage of Grade 7+ in English and Maths	Percentage of Grade 7+ in English and Maths 90% of Pupil Premium students to achieve this target.
Careers	Every disadvantaged student to have access to a careers interview at over the course of the academic year to have a conversation about future careers and next steps to focus on ambition.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,093

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L CPD Fully embed a culture of quality first teaching by ensuring all staff apply the school principles, supported by Teaching and Learning Reviews and CPD Subject Program. Regular reviews of student progress in lessons through observation of the engagement of PP and PP SEND students in lessons and reviewing work is used to monitor the impact of teaching on students' progress. To ensure that staff are kept up to date with barriers impacting the disadvantaged and understand how to tackle these at class and departmental level. Staff are given time to plan and use these strategies ensuring the evidence based approaches are	High quality teaching improves pupil outcomes and effective CPD offers a crucial tool to develop teaching quality (EEF). Our weekly CPD offering provides masterclasses on TLAC, Rosenshine's principles, deliberate practice and the use of data to plan sequence and plan lessons We are proud of our CPD program at Newstead Wood School. 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 Rosenshine's Principles. We have dedicated weekly time in meetings to develop this further through deliberate practice which is a standing agenda in all department meetings. We encourage staff to attend external CPD days as well as excellence days within the trust funded by the school to ensure excellent practice nationally is seen and can be used at Newstead Wood School	1 2 3

implemented into their practice.	1. High-quality teaching EEF Teacher Feedback to Improve Pupil Learning https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf	
Retain small class sizes and ensure subject expert teachers in Key stage	Smaller class sizes allow subject expert teachers to have high quality interactions and ensure pupils are receiving targeted support. The EEF has found that reduced class sizes have an average impact on progress of +2 months. We have managed to keep classes 30 maximum which is less than many across the country Reducing class size EEF	1 2 3 4
Newstead is fully staffed by subject specialists in all areas of the curriculum. Core subjects have an increased number of sets to ensure that there is greater access to support at all levels. Sets are analysed termly to ensure that PP students are placed in sets that achieve the best outcomes for them based on their prior attainment	committees.parliament.uk/writtenevidence/120311/pdf/ Use of Pupil Premium funding to invest in science teacher and technician CPD Use reliable research evidence to support your strategy EEF	1-5
To ensure that the online platforms used by students are used actively by PP students. To use homework clubs to support students to complete homework.	Homework EEF (+5 Months) Homework Gap/Digital Divide NEA https://www.suttontrust.com/our-research/learning-in-lockdown/	1-5

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

Budgeted cost: £ 11,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work targeting Year 7 – 11	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 and numeracy: 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 (12 at the most), the environment is low-pressure but focused. PP students that need support are prioritised.	
Careers Guidance	We support students to develop the necessary skills, experience, self-awareness and knowledge to make informed decisions about their future career paths. Through Cultural Arts week, Tutor Programme and Unifrog. We help them to. • Assess their career options and create a personalised action plan • Connect with leading employers, universities and providers at events backed up by our supportive network of peers, parents and alumni to inform their options • Experience immersive work-based learning opportunities to help them develop the necessary skills and experience to achieve their career goals. 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. Poorer young people more likely to have career aspirations that... EEF	
High Quality Texts	Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts. Further embed the whole school reading programme where students in Year 7 to 11 read high quality texts with their form tutor and Year 7 to 9 also access reading time during the school day. Introducing the reading program across the school normalises reading and encourages all students to read for pleasure. Our tutor time reading programme ensures students are regularly accessing ambitious and challenging texts and exposed to a high number of higher tier words that will support their understanding across the curriculum. Improving Literacy in Secondary Schools EEF	
My tutor	1-2-1 tutoring for students that require it due to underperformance. Students who are behind compared to their peers have online personalised tutoring funded through our PP budget where appropriate.	
Year 11 intervention programme.	Students have access to intervention classes. All subjects have a regular session (fortnightly). Students have subject experts so that their needs are met. KS lead tracks PP attendance. The EEF has found that after-school intervention has an average impact of progress of +3 months.	

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

Budgeted cost: £ 29,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance trackers, first response phone calls and home visits	Robust tracking of attendance data is crucial to address attendance issues. This allows patterns of absence to be scrutinised and addressed in a timely manner. Rewards and incentives offered to motivate good attendance. Link between attendance and attainment - GOV.UK	
Continue to offer wider learning opportunities such as music lessons, Careers and PSHE activities, e.g. Cultural Arts Week or Duke of Edinburgh and trips across all Key Stages	There is some evidence that involvement in extra-curricular activities may increase pupil attendance and retention. Students need to develop non-cognitive skills such as resilience which in turn have a positive effect on academic outcomes (EEF).	
Regular 1:1 meeting with pupil premium students with HoY and AHT	Points to discuss - Academic progress - Option choices, Year 9 & 11 - Barriers to learning/access to homework 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. PP lead to speak to students and parents before options – explore and explain Ebacc options and the advantage of taking them.	
Weekly pastoral meeting with DHT and HoY at each key stage	Each vulnerable child is discussed including our disadvantaged pupils on a weekly basis	
Heads of Faculty and Heads of Year closely monitor the progress of disadvantaged learners	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	
There is an extensive and diverse enrichment program at Newstead Wood	All students are encouraged to participate in the wider school life - Elective program (Year 10 –13) - A rich and diverse collection of lunchtime clubs and societies - A wide range of sporting activities are offered at Newstead Wood at both lunchtime and after school Music and Drama form an important part of school life for many students. Newstead Wood has agreed a package with Bromley Music Youth Trust of a 30:70 split for eligible pupils' music lessons	

Free school meals	Providing free school meals to our disadvantaged students. <i>"A free school meal that is healthy and nutritious can make a huge difference for infant pupils' well-being, education and health."</i> The BMA	
Supporting individual disadvantaged students with their academic needs	Supplying calculators, revision guides, supporting students with trips that require added funding (e.g. Cultural Arts Week support) etc	
To fully embed a culture in which PP students can become active and well-informed citizens, who have the work ethic to fully be able to access the material expected to reach their goals. Our careers provision ensures all PP students are provided with early careers appointments and follow ups. This also ensures that our PP students are supported in knowing options available outside of their local area.	https://www.aoc.co.uk/blog/why-careers-guidance-more-important-ever	
Ensure all PP students have full access to the PSHE provision at Newstead. A minimum of 1 sessions per week are dedicated to PSHE and another for another options (RPE, Enterprise, Foundations studies etc based on year group). At Newstead we believe that this provision supports student wellbeing and tackles issues that can affect ability to learn such as anxiety and unhealthy relationships. Introduction of more House Competition Activities enables Pupil Premium students to have a culturally rich education.	https://www.psheassociation.org.uk/content/statutorychanges-september-2020 https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	
Pastoral and wider support is offered to ensure any difficulties inside and outside school are addressed. Reduce barriers to achievement and attendance through wider support (e.g.: provision of a resource, learning programme, mentoring) so that students are in school and making progress rather than missing excellent opportunities in the academy. Counselling and wider bespoke support continue to be provided to support students with low confidence and self-esteem which is often a contributory factor to poor attendance.	https://blog.insidegovernment.co.uk/schools/social-and-emotional-learning https://blog.insidegovernment.co.uk/schools/pupil-premium-covid-19	

Non-teaching DSL so even more support is easily and readily available in a shorter time frame to students.		
Homework support	Our own checks have shown not every student has equal access to the internet and devices despite many homeworks being set online. Homework is also set online which allows students to check what homework is due. Giving students access to a supervised computer room daily to be able to complete homework will remove this barrier.	
Lean in Girls We will be staffing and running a Lean in Girls group focussed on promoting leadership for young women in the world. We will be focussing on PP students in this program	Lean In Girls Girls Leadership Program	
Cultural Arts Week. Newstead offers all year groups a week of enrichment activities. These are vital for students' development of the wider world and studies show enrichment opportunities can add up to 3 months of additional progress (EEF) as well as provide cultural capital. The funding can be used to support PP students where they need support as required.	Extending school time EEF yst-power-of-enrichment-resource-2020-21.pdf	

Total budgeted cost: £55,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Year 11 PP in 2025 showed outstanding Attainment 8 value of 83.44 This was above national average for non-disadvantaged students. The attainment of PP students at Newstead Wood was higher (83.44) than that of Newstead Wood non-PP students (82.58). The national gap is A8 Gap is now 15.4 (PP 34.9 and non PP 50.3) points for 2024/25 and at Newstead is A8 for PP is less than 1 point in favour of PP. This means PP at Newstead outperform non-PP nationally.

The key driver at Newstead Wood is that PP and non-PP students make at least the same progress and achieve the same attainment. PP students at Newstead Wood attained slightly lower the non-PP students at Newstead Wood but still well above non-PP national average.

Key Staff providing 1 to 1 support with disadvantaged students when required including contact with home. The strategic lead for PP monitored PP attendance alongside the attendance officer and made regular contact when students fell below the 96% target. Pupil premium attendance on average was in line with their peers:

Year 7 2024-2025 Attendance: 98.13% (PP 97.1%)

Year 8 2024-2025 Attendance: 97.58% (PP 96.87%)

Year 9 2024-2025 Attendance: 96.26% (PP 95.93%)

Year 10 2024-2025 Attendance: 96.77% (PP 96.31%)

This shows in all year groups PP is above 96% target except Year 9 and is in line with peers. It is slightly lower than overall year attendance in each year group so will continue to be a focus

Year 11 PP attendance was 87.5% (75.51% previous year) compared to year group average of 84.7%. This year was a focus on ensuring PP students in examination year groups have access to Quality First teaching all the way up to their exams. This included later study leave date, focussed sessions after study leave planned around examinations, targeted phone calls for those disadvantaged we identified. We also offered students a calm, quiet place to revise after study leave began.

All year groups had regular assemblies to facilities motivation, and also remind them of the wider Newstead community they were a part of. We have also seen PP students engage in the revamped house system. This year the new behaviour system will allow the Pupil Premium lead to analyse the achievement and detentions PP get compared to their peers. The data shows YTD that PP students and non-PP students are equally likely to receive a Behaviour Point but PP students on average have received an extra achievement point YTD.

Online platforms now make up a wide variety of homework tasks. It has come back in survey that some students do not have access and a homework club will be set up as a priority to ensure PP students do not have a disadvantage here.

Results showed PP students make excellent progress and obtain fantastic results. The sixth form track Year 13 leavers and bursaries are used to encourage students to attend open days and experience Russell Group and other higher Education Institutions. This is accompanied alongside a thorough careers programme from Year 7-13 including guest speakers - often successful alumni - or visiting universities.

Year 11 (2024 results)	Disadvantaged	Cohort
Attainment 8	83.44	82.63
Ebacc APS	7.5	7.59

The actions were taken following consultation with: EEF Student Premium guidance

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
My tutor	My tutor
Lean in Girls	Lean in Girls

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.