



Pupil premium strategy statement: Noadswood 2021 - 2022

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	Noadswood
Number of pupils in school	960
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2024
Date this statement was published	
Date on which it will be reviewed	Easter 2022 in the first instance September 2022
Statement authorised by	Kathryn Marshall - Headteacher
Pupil premium lead	Helen Loveday – Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,485.00
Recovery premium funding allocation this academic year	£24,340.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,423.60
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£198,248.60

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	Attendance of disadvantaged students.
2	Progress and outcomes for disadvantaged students, particularly in English and Maths.
3	Increase in mental health and well-being needs of all students.
4	Ensuring that all staff have appropriate CPD which reflects the specific academic and well-being needs of our students.
5	Ensuring a curriculum provision which fully reflects the needs of our disadvantaged students and allows them to make progress and outcomes which reflects their needs.

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
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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 through specific CPD.	All staff will approach disadvantaged students with a secure understanding of the specific challenges of each individual leading to improved attendance and outcomes.
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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - for the pastoral team focusing on the developing SEMH needs of our students.	<p>We know from our own Noadswood experience but also the national picture, that young people are experiencing mental health and well-being difficulties as a result of covid, longer waiting times for services and the longer term impact of the pandemic.</p> <p>Approx: £2,500 Average CPD course between £100/150 pp. Pastoral team = 14/15 people.</p>	1 3
CPD - Training of 5 x current staff to become Mental Health First Aiders and be attached to a Year Group.	<p>As above</p> <p>Additionally, we have staff who are very well trained in general safeguarding but not specifically responding to mental health needs. It would be good to have additional staff to support students and their families when they are facing these difficulties.</p> <p>5 Mental Health First Aiders Level 3 qualification = £360 per person (provided by St John's Ambulance) = £1,800.00</p>	1 3
Supervision provided for DSLs.	<p>Our safeguarding data shows an increase in safeguarding concerns and more complex cases. All DSLs should have access to regular supervision.</p> <p>Each DDSL to be provided with 1 hour of supervision with DSL each term. Total 9 hours worth of supervision. Cover for 3 UPR teaching members of staff for 1 hour = £42 per person= £126</p>	3
Recruitment of 2 pastoral support roles;	<p>These roles will provide additional 1:1 support for students, particularly those</p>	2 3

<p>Pupil Inclusion Assistant and Behaviour Support Worker.</p>	<p>with SEMH needs (can be bespoke to the individual need.) We can also provide some specific pastoral support throughout the day, responding to needs as they arise throughout the day.</p> <p>Full time Grade C – annual wage of £18,933.00 (term time only/18 hours per week) x 2 = £37,866</p> <p>Cost of ELSA training - £600.00 x2 = £1200</p>	
<p>Recruitment - Extra hours in provision from our current school counsellor (an additional working day)</p>	<p>Our current waiting list for both our school counsellor and ELSA show the increased need for this type of support. We also know that waiting lists for external agencies are growing and we understand that earlier targeted intervention may lead to less need for additional and more specific referrals (eg CAMHS)</p> <p>29 additional working days = £5,220.00</p>	<p>1 2 3</p>
<p>Specific CPD opportunities reflecting the needs of disadvantaged students and how to ensure high quality teaching and learning happens across all subject areas including sessions with Amjad Ali and Lorraine Lee.</p>	<p>Improved teaching and learning leads to improved outcomes for all. We have allocated a proportion of this budget to ensure that all curriculum areas have access to specific CPD for their areas.</p> <p>£3,000</p>	<p>2 4</p>
<p>Allocation of budget for subject specific resources such as key speakers, aiding with curriculum- based learning activities</p>	<p>We have allocated a proportion of the budget for curriculum areas to fund speakers/workshops/trips and other specific activities which will enrich and support the curriculum being taught.</p> <p>£3,000</p>	<p>2 4</p>

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

Budgeted cost: £ 84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic residential weekend to include deep dive sessions in English, Maths and Science.</p>	<p>Research shows the result of targeted and bespoke interventions alongside high quality teaching and learning. We know we need to focus our first phase of the 'recovery' plan around core subjects which this weekend plans to address.</p> <p>Subject Leaders 1 day each = £640.00 9 (3 from each subject) MRP teachers 1 day each = £1,917.00</p> <p>Venue hire, activities, provision of 2 x meals (lunch and dinner on day 1), resources needed for the weekend £8-10k – awaiting quotes)</p>	<p>2</p>
<p>Development of an academic 1:1 mentoring programme providing disadvantaged students with a weekly mentoring session.</p>	<p>1:1 mentoring provided by volunteer members of staff, meeting with students after school and following a programme.</p> <p>Pay hourly tutoring rate of £30.00</p> <p>Every year 10 and 11 PP student (67) to have 1 hour per fortnight of tutoring = £4020 per month. Starting in January 2022 through to May 2022 = £20,100.</p>	<p>2 3 5</p>
<p>Additional tutoring provided in English, Maths and Science</p>	<p>We undertook this in the first term back after lockdown 3 and noted the difference it made in both outcomes and attitude to the students who were involved.</p> <p>We would like to continue offering 1:1 or small group tutoring in the core subjects at an approx total cost of £4,000 per term. (Total £12,000)</p>	<p>2 5</p>

Closing the Gap co-ordinators	£11,000	
Use of Reading Plus programme in KS3 to ensure literacy outcomes.	We used the reading plus programme in 2020 – 2021 with our key stage 3 students. It provides real time data on attainment in reading and comprehension which can then be used by classroom teachers. £7,000	2 5
Purchasing revision books and subject specific texts for students.	£3,000 across the core subjects	3
Curriculum provision – creation of a designated space which allows for on-site provision of alternative curriculum courses	We work in close partnership with local college providers and work placements and will continue to do so. This provision will allow us to aid delivery of (in conjunction with local providers) a hairdressing course and bike/vehicle maintenance. We will convert part of our current buildings to allow for the creation of a mini-salon and equipment for the bike course. £14,510.00	5
CAT4 Testing	For the 2022 Cohort of Year 7 students, we will be purchasing the GL Assessment CAT4 tests, with a key focus on how these can be used (and the data they produce / infer) to best support our pupil premium students and beyond. The tests should provide an understanding of what our students are capable of, as well as identifying which students have the potential to achieve more than those who need support in certain structures. This support can then be tailored to them and staff made aware from the very earliest opportunity. £2,289.00	2 5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance project specifically focusing on those who are PA.	<p>Data shows that our disadvantaged students have lower attendance. We need bespoke interventions for each student which could include helping with morning routines, visiting the home, provision of resources etc.</p> <p>£5,000</p>	1
Attendance at New Forest Behaviour Project to work in partnership with the cluster on improved behaviour.	Collaborative partnership with other schools to develop our own practice – shared projects.	2 3
Creation of a multi-sensory/multi-purpose space for students to have access to in times of emotional need or distress.	<p>Our students need a safe space where they are able to take time-out, reflect and ask for help if needed.</p> <p>Local schools with this provision have shared their effectiveness.</p> <p>Our current consultancy work with SEMH lead, Mike Armiger, has shown us the need for this sort of provision within our school setting.</p> <p>£3,000 - £5,000</p>	3
Use of PP funds to support uniform costing	<p>PP students are entitled to have contributions towards purchasing their uniform.</p> <p>£500.00</p>	3
Use of PP funds to enable students to access music lessons in school	<p>PP students are entitled to have contributions towards purchasing their uniform.</p> <p>£500.00</p>	3
Use of PP funds to ensure students have access to food technology ingredients	<p>We allocate some of the funding to ensure that all students are able to participate fully in Food Technology lessons.</p> <p>Approx £20 per month - £250.00</p>	2 5



Total budgeted cost: £146,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to Covid-19, the pupil premium strategy for 2020 – 2021 was impacted for the second year running. In summary, the strategy statements were:

- Regularly assess what additional provision should be made for the individual student, thus ensuring adequate intervention and spend.
- Ensure that the Headteacher regularly reports to the governing body on the varying interventions as identified in this statement.
- The Assistant Headteacher with responsibility for Pupil Premium, will track the impact of the strategies put into place through this funding, ensuring that we are able to show the value that has been added to the education of pupil premium students as outlined in the 3 main targeted areas: *1. Curriculum Support:* Closing of the Gap between PP and non PP students as shown through curriculum data. *2. Pastoral Support:* Closing the gap between the attendance of PP and non PP students, higher proportion of PP students receiving support from specified interventions such as ELSA, counselling and mentoring programmes. *3. Wider school strategies:* PP funding will be allocated to the provision of appropriate resource materials ensuring PP students have the same access to academic support as non PP students.

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
Reading Plus programme	Online platform