

Pupil premium strategy statement: Noadswood 2025 - 2026

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	1108
Proportion (%) of pupil premium eligible pupils	29.15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2026/27
Date this statement was published	October 2025
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 – Deputy Headteacher
Governor / Trustee lead	Alison Munden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
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.
- For all students to be provided with opportunities to enrich their cultural capital and access a broad and wide-ranging curriculum 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, enrichment 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	Continued increase in mental health and well-being needs of all students.
4	Attitudes and understanding of good behaviour for learning and consistent attendance to lessons.
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
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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 continued focused attendance interventions.	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 everyone, 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, 2025 - 2026** 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)

Activity	Detail	Challenge number(s) addressed
Targeted interventions to support students with their mental health and emotional well-being.	The pastoral team continue to play a vital role in supporting our most vulnerable students. In 2025 – 2026 we will continue to fund the salaries of the additional staffing within the pastoral team who work with our most disadvantaged students.	2,3,4
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, Walk-Thru routines, retrieval practice and improving literacy)	2

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

Activity	Detail	Challenge number(s) addressed
Integrated Curriculum Provision.	Our Integrated Curriculum Pathway provides a number of students with a smaller class environment, with targeted English and Maths curriculum input.	1,4
Small group teaching of key literacy and numeracy content.	Small numbers of identified students receive additional literacy and numeracy interventions.	1,4

Targeted literacy support for students for whom English is an additional language.	We will use an external resource to develop the literacy (both oral and written) development of any student for whom English is an additional language.	1,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

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.	2
Bespoke curriculum packages such as Flexible Learning, integrated curriculum, college placements and other Alternative Provisions for students requiring an alternative curriculum pathway.	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.	2,4
Provision of school uniform to disadvantaged students requiring this support.	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. We have a banding system used for the allocation of pupil premium funding on school trips – details of this are provided directly to families.	5
Provision of Food Tech ingredients for disadvantaged students.		5
Funding for extracurricular activities and enrichment such as music lessons and attendance on trips.		5

Part B: Review of outcomes in the previous academic year 2024 - 2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 - 2025 academic year.

Our strategy statements for the 2025 – 2026 academic year are a continuation of our strategy outcomes for the 2024 – 2025 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 2024/2025 we continued in our pledge to close the attainment gap by specifically targeting PP students for additional support via our integrated curriculum pathway, our use of Alternative Provision (both on and off site) and ensuring that all students were provided with the materials and equipment needed to ensure the very best curriculum experience.

In the 2024 – 2025 academic year, pupil premium funding was used to part 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. In 2023/2024 we launched the 'Target Tuesday' initiative which targets weekly home visits at those students who are most vulnerable and frequently absent from school. We have used these visits to show and complete our EBSA (Emotionally Based School Avoidance) support plan to help support students back into school.

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

