Pupil premium strategy statement 2022-25: Northwood School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for the next 3 years (2022-25), 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	Northwood School
Number of pupils in school	1009
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Academic year or years covered by statement	2022/2023 - 2024/2025
Statement authorised by	Mark Anderson
Pupil premium lead	Chanelle Olivier
Governor/Trustee Lead	Marianne Barlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (22/23)	£185, 180
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 185, 180

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make outstanding academic progress and achieve high attainment across a broad and balanced curriculum. We are also committed to opportunities beyond the curriculum to enrich a young person's educational experience and develop their cultural capital.

High quality first teaching is at the heart of our approach. We aim to recruit, retain and train teachers who are subject experts and also have a deep understanding of how to deliver teaching and learning to support the needs of all learners, particularly those with additional needs or are disadvantaged, who often require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs. As such, you will see in our strategy that we recognise the broader needs of young people. This includes the additional challenges disadvantaged students may face in relation to mental health and wellbeing, meeting pupils' material needs (such as equipment for school, opportunities to attend trips and visits, etc), attendance, awareness of future pathways and careers and strengthening parental engagement.

Challenges

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

Challenge number	In-school Challenges
1	Organisation, preparedness and behaviour for learning – a number of disadvantaged students have a lack of organisational and self management skills. *Our internal data and observations shows that disadvantaged students obtain a greater number of consequences for lack of equipment and incompletion of homework than non-disadvantaged peers.*
2	Prior attainment including numeracy and literacy – a significant number of students enter with lower numeracy and literacy skills than their peers *The English and Maths attainment of disadvantaged pupils is generally lower than that of their peers. External data for our 2022 year 7 intake shows that 38% of disadvantaged pupils did not meet age related expectations in numeracy or literacy, with 37% not meeting age related expectations in both. Cognitive ability assessments on entry to year 7 also show a marginal gap with the average CAT Mean score for disadvantaged pupils being 95 and non-disadvantaged 102.*
3	Curriculum accessibility – for students who are disadvantaged and low attaining/SEND students *Our data and lesson observations suggest many lower attaining/SEND disadvantaged pupils find it challenging to access certain components of the curriculum. The disadvantaged/SEND students receive a higher number of consequences for not completing homework in relation to their non-disadvantaged peers. Data analysis would suggest a lack of motivation and understanding were the reasons for the completion of homework or tasks*
4	Wellbeing - for some disadvantages students there are issues surrounding mental health and wellbeing that can cause them to fall behind their peers *Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as social anxiety and low self-esteem. Our prior experiences have shown that children with well-being and mental health concerns are more likely to have lower attendance.*

5	Aspiration and motivation - Lack of engagement from disadvantaged students in extracurricular activities and enrichment opportunities *Our internal data suggests that there is lower uptake from our disadvantaged students in the extra-curricular provision and enrichment opportunities (43% vs 53% as of October 2022.)*
Challenge number	**External Challenges**
6	Attendance rates for students eligible for PP are below the school target for all children and the attendance figure for all students. This reduces their school hours and causes them to fall behind on average. *Our attendance data over the past year indicates that attendance among disadvantaged pupils 26% are considered Persistent absence (PA) which is significantly higher than non-disadvantaged PA pupils (17%). Our data assessments and observations indicate that absenteeism often negatively impacts disadvantaged pupils' progress.*
7	In some cases, the parents of students eligible for Pupil Premium do not attend key events at school such as information events and Parents' Evening which can have a detrimental effect *Our internal data shows that some parents of disadvantaged pupils are more likely to not attend significant events throughout the academic year. Most notably this includes, parents evenings, options evenings (KS4/KS5) and information evenings (KS3/KS4/KS5).*

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2022-2025)**, and how we will measure whether they have been achieved.

Strategic Aims and Outcomes	
Desired outcomes and how they will be measured	*Success criteria*
High levels of **organisation** and exemplary **behaviour** for learning	Students eligible for PP have no/minimal consequences for lack of organisation, lack of equipment or lack of homework completion. Rewards and sanctions data shows no disparity between disadvantaged students and their peers. Targeted students will join various mentoring programmes (such as organisational mentoring or sixth buddy etc) to support and further develop skills. *To be overseen by the DHT (pastoral) and monitored half termly by AHT (inclusion), HoYs and HoDs and form tutors*
Improved rates of **progress** across all key stages for students eligible for PP	Students eligible for PP make as much progress as 'other' students. Students eligible for PP identified with low KS2/CATS scores to make as much progress as 'other' students with low KS2/CATS. *To be overseen by the DHT and monitored half termly by AHT (Pastoral), SENCO, HoYs and HoDs and form tutors*

Ensure the curriculum for low attaining/SEND students is accessible.	Bespoke and targeted learning walks to be conducted throughout the year to identify and share best teaching practice. Increase communication between teacher and LSA to ensure students are experiencing high quality in class support. Increased one-to-one and small group tuition (intervention) to support catch up efforts (Literacy and Numeracy). Increase the frequency of mentor/support programmes to support individual needs (Homework and organisational mentors etc.) Improved attainment and ATL/HW grades in internal tracking and monitoring after each data drop. Low attaining/SEND students make as much progress as 'other' students. The impact of the intervention and/or support programme to be evaluated half termly. Ensure that PP students have access to technology (chromebook/internet) at home to support homework completion. *To be overseen by the DHT (pastoral and Curriculum) and monitored half termly by AHT (inclusion) and SENCO, HoYs, HoDs and LSAs.*

Support in place for students with mental health or **wellbeing** concerns	All students with wellbeing concerns are logged and appropriate support and provision is in place. Improved attendance and wellbeing of students with concerns. *To be overseen by the DHT (pastoral) and monitored by AHT (inclusion), Pastoral Support Officer, Attendance Officer and HoYs.*

Participation and **engagement** in extracurricular provision and enrichment opportunities	High levels of engagement from PP students in extracurricular activities and enrichment opportunities. Participation of eligible PP students is monitored half termly. Identified students to be targeted and encouraged to attend one termly extracurricular activity. Increase parental communication to remove any attendance barrier Contributions for enrichment opportunities (educational trips, workshops etc) to be made available to eligible PP students *To be overseen by the DHT (pastoral) and monitored by AHT (behaviour), SENCO, HoYs, Club Coordinators and form tutors*
Attendance improvement for all students eligible for PP	Students eligible for PP to have reached the school's attendance target. Increase the number of career advice appointments in KS4/5 to motivate and explore career pathways. *To be overseen and monitored weekly by AHT (inclusion), Sixth form team, SENCO, Attendance Officer and HoYs*
Improved attendance by **families** eligible for PP at all school events, particularly Parents' Evening and information evenings.	100% attendance at all key parents and families events. *To be overseen by HoYs, HoDs and form tutors.*

Activity in this academic year

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

1. Planned expenditure	
Academic year	**2022-2023**
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

i. Teaching (for example, CPD, Learning Walks, Curriculum reviews, recruitment and retention) **Budgeted cost: £135 000**		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**

Whole school Teaching and Learning drive on 'Quality First teaching' with a focus on our two school priorities:
 	
  a.   Accessing the curriculum
  b.   Embedding high quality student oracy to improve student outcomes
 	
Weekly departmental co-planning sessions will be used to develop specific areas within the curriculum.
	Classroom practice is the main medium through which teaching takes place and so getting this right will enable quality first teaching for all students to take place.
	
	Drawing on guidance from the EEF here, the whole school CPD is led by specialists and expert staff. These expert staff are from various fields and will support the delivery of high quality CPD and bespoke training for staff.
	
	Self-evaluation processes including lesson observations and learning walks (whole-school and departmental).
	
	A greater emphasis will be placed on embedding departmental high quality oracy strategies across the curriculum as part of the whole school teaching and learning and in most areas of the school's daily routines to ensure it is not a standalone component. Our approach here has been influenced by the research from Myhill and Fisher here which demonstrates how student oracy can positively impact understanding and quality of other literacy skills such as writing.
		1,2,3

	Exploration of the opportunities that students have to develop their oracy beyond their lessons e.g. Jack Petchy Speak Out Challenge, No Pens Wednesday, Diversity advocates and student-led assemblies. The EEF T&L Toolkit states that small group tuition can have 4 months impact on progress with promising literacy interventions including reading (6 months progress), oracy (5 months) and phonics (4 months). Students will be assessed and complete programmes of intervention based on their needs.	
Literacy and numeracy support through small group interventions, with a support mentor and/or sixth form buddies, which is personalised to students needs and will cover maths, vocabulary acquisition, writing support and reading fluency.	Reading intervention will be led and monitored by the school's Literacy Coordinator. Students will follow the Rapid reading programme with the creation of bespoke and targeted lessons to improve reading fluency and comprehension. Numeracy support will be led by a member of the Maths department and will be embedded throughout KS3 in the form of bespoke 1-1 intervention sessions, form activities and house competitions.	1,2,3
Teacher tutoring (small group intervention funded by the school-led tutoring grant)) a. HoDs to design a targeted skills intervention programme which will be delivered by subject specialist to eligible 11 and13 students. b. Extra Saturday and Holiday intervention programmes to provide extra targeted intervention across all subjects	It has been shown in EEF's Attainment Gap report that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Greater capacity within staffing will allow for more small group tutoring sessions in the core and EBACC subjects.	3

Students eligible for this programme will be based on the data gathered from the October PPE series.		
Additional teaching groups in Year 11 Science, History and Maths. HODs to effectively select students for the smaller groups to ensure that maximum impact is being made in these targeted groups.	It has been shown in research (EFF & Hattie) that if the class size is reduced to below 20, or even better 15 then a positive impact is seen. (Hattie, Sutton Trust and EFF)	2,3

ii. Targeted academic support (for example, tutoring, one-to-one support structured interventions)		
Budgeted cost: £20 000		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Monitoring data of PP students against our non- PP students within the school ● attainment ● effort ● rewards/behaviour points ● attendance ● exclusion	Our own prior experience and evidence has seen PP students' progress increase with dedicated PP reporting at all levels incl. attainment, effort, achievement/behaviour points and attendance. This has been led by the pastoral teams and overseen by LG.	All
PP calculator across Y7-11 will ensure that funding is applied appropriately and fairly	Our own prior experience and evidence has seen PP students increase the rates of their progress with an individualised approach to learning identify barriers	2,3
Small group academic tutoring/1-2-1 tutoring from adults and sixth formers as tutors	One to one tuition can be effective, on average accelerating learning by 5 additional months' progress (EEF Toolkit) with a very secure evidence base.	2,3,7
Alternative provision - college	Our own prior experience and evidence has seen students make some progress in college courses which has helped levels of motivation and attendance when in school. To ensure all AP students make sufficient progress the following has been put in place: - Half termly check ins with the student and their parent/s - Weekly check ins with the provision provider to discuss progress - Half termly progress reports updates	1,2,3

	- Half termly evaluation of provision to analyse impact of provision	
Social and academic mentoring from LG for Y11 and 13	According to the EEF's T&L Toolkit, mentoring can lead to 1 additional month's additional progress. Academic mentoring can also support students to build self-regulation/ metacognition skills, established in EEF toolkit as having the highest gain in learning progress with a strong supporting evidence base (+8 months) .	2,3,4,7

	Academic mentoring can also support students to build self-regulation/ metacognition skills, established in EEF toolkit as having the highest gain in learning progress with a strong supporting evidence base (+8 months) .	
Access and participation in extracurricular opportunities	Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit and broader qualitative impacts on cultural capital and personal development. Extra-curricular half termly analysis 2021/2022	4,5,7
Offer enriching opportunities such as being part of Brilliant Club, visiting universities, colleges, museums, the theatre and other places.	The DofE research on Developing character skills in schools has provided evidence of the wide array of activities that schools can undertake to develop character or nurture specific traits including resilience, self esteem and confidence, communication skills, self-regulation, perseverance and motivation, respect, tolerance, and empathy. Our aim is to ensure each PP student has as many enriching opportunities a year and takes up an extracurricular activity that the school offers.	4,5,7

Priority for school counselling service and additional support (i.e mental health, pastoral recovery plans etc.) Where needs are identified, provide students and their families with the support needed.	Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months.	4,6,7

iii. Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £30 000		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Attendance for all students and key groups monitored regularly and relevant intervention put in place	Our own prior experience and evidence has seen PP students' progress increase with dedicated PP reporting at all levels incl. attendance. This will be led by Inclusion AHT and supported by the attendance officer, HoYs and form tutors	6

Homework Club. SEND support	According to EEF's research, the use of TAs in delivering structured interventions out of class has a positive impact on a student's overall well-being (i.e organisation club, SEN lunchtime club, small group intervention etc.)	2,3,4,7

All students have access to relevant careers information, advice and guidance. Eligible PP students will have access to multiple career advisor appointments to support and guide students in their next steps.	Our own prior experience and evidence confirms that with appropriate career advice, by impartial independent career advisor, students select appropriate subjects, courses, opportunities and experience which is motivating and helps them in their future apprenticeship or university pathway. Hattie reports that students' self-expectations and self-reported grades are strongly related to outcomes (Hattie, 2012).	3,4,7
Family evenings – all years including KS4 'success' parents' evenings (school-cloud will be used as the communication medium for parents' evening)	The association between parental involvement and a child's academic success is well established and according to the EEF toolkit can increase progress. Our own prior experience demonstrates that good school-family relationships are invaluable in order to support student wellbeing and progress. Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationship	7
Social and resource needs funding eg. a chromebook and internet	The EEF's research on using digital technology to improve learning is at the root of the decision to ensure students have access to a digital device. Experience demonstrates that students require all resources necessary for learning to feel secure, part of the community and able to access learning.	3,7
	Total budgeted cost	**185 000**

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 2021 to 2022 academic year.

For the first time since the pandemic, performance measures for 2021 to 2022 were published by the department of education. 59% of students achieved a grade 5+ in English and Maths (national average 29.5%) whilst 78% of students achieved a grade 4+ in English and Maths. Our EBACC entry for disadvantaged students was 72%, which is higher than previous years. Our disadvantaged students achieved a 0.82 P8 score (non- disadvantaged students overall P8 was 0.94). This achievement is significantly above the national P8 average for disadvantaged students which was -0.55 (national average for non- disadvantaged students P8 was 0.15). Our students achieved an A8 score of 5.58 which is significantly above the national average of 3.84 (non- disadvantaged students overall A8 was 5.26).

Upon returning to school we increased tuition provision with a focus on addressing any gaps in students' knowledge. Disadvantaged students were prioritised for this support. Owing to the importance we placed on this provision, a member of the school's Leadership Team was tasked with overseeing and tracking the tutoring which served as an intervention programme for targeted students. Through our experiences of tuition through a range of providers and mediums, we have found that face to face tuition was more beneficial to our disadvantaged students than online. This was evident through student voice and the level of progress students made in core subjects.

The Y11 and 13 school - led tuition programme proved to be successful based on the GCSE/A Level results.

- Whole group (70 students): 61% improved P8 score
- PP students (20 students): 75% improved P8 score

Subject improvement:
- English Language: 87% improved by at least on grade
- English Literature: 78% improved by at least on grade
- Mathematics: 70% improved by at least on grade

- Computer Science: 75% improved by at least on grade
- History: 75% improved by at least on grade
- Science Combined: 50% improved by at least one grade

Subject leaders worked hard to assess knowledge gaps of students through regular low stakes knowledge testing which supported the creation of the "bounce back curriculum" for their subject. In response to this, appropriate adjustments were made to schemes of work at the start of the academic year. In particular, foundation concepts or key points of knowledge were retaught or spiralled back within teaching to increase student understanding of required knowledge which will later be built upon. We made use of PP funding to purchase resources for students which would allow them to catch up, such as additional revision materials and digital resources.

Considering student destinations, the majority of disadvantaged students stayed on to study at a local sixth form for their post-16 options. In total 95% of students remained in education, employment or an apprenticeship (2020/2021). It is clear that our investment in our careers and future advice provision continues to have an impact upon disadvantaged students. Following the completion of their KS5 studies in sixth form, last year 90% of disadvantaged students went on to attend university and 10% started an apprenticeship.

With regards to attendance, the overall school's attendance was 92.1% with the attendance for disadvantaged students being 87.9%. After analysing the attendance statistics of the school, 25% of students who fall in the persistently absent category (PA) were disadvantaged. Strategies have been put in place, such as the student tracker for each year group, to target these students from the start of the academic year. Our attendance officer and pastoral support worker also continues to provide families with a broad range of help in getting disadvantaged students into school and helping parents/carers embed supportive routines at home. This is not only ensuring students are attending school regularly but is also building purposeful relationships with families built upon trust.

At the start of the 2022/2023 we introduced a system using an online platform, Absolute Education, to track student engagement in extracurricular activities. The extracurricular timetable will give us greater capabilities to share with students and their families the extra curricular activities that are on offer at the school.

Externally provided programmes

Programme Provider	Scholars Programme
Brilliant Club	KS4/KS5 Brilliant Club Scholars Programme
School led- Tutoring Programme	Small group tutoring lead by NW teachers