

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	1031
Proportion (%) of pupil premium eligible pupils	18.74%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Academic year or years covered by statement	2024/2025
Statement authorised by	Mehul Shah
Pupil premium lead	Andrea Kahn
Governor/Trustee Lead	Jess Payne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£188,090
Recovery premium funding allocation this academic year	£ n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ n/a
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	£ 188,090

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	<p>Organisation, preparedness for learning – a number of disadvantaged students have a lack of organisational and self-management skills.</p> <p><i>Our internal data and observations show that disadvantaged students obtain a greater number of consequences for lack of equipment and incompleteness of homework than non-disadvantaged peers.</i></p>
2	<p>Prior attainment including numeracy and literacy – a significant number of students enter with lower numeracy and literacy skills than their peers</p> <p><i>The English and Maths attainment of disadvantaged pupils is generally lower than that of their peers. External data for our 2023 year 7 intake shows that 31.6 % of disadvantaged pupils did not meet age related expectations in numeracy or literacy, with 18% 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 99 and non-disadvantaged 104.</i></p>
3	<p>Curriculum accessibility – for students who are disadvantaged and low attaining/SEND students</p> <p><i>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 in particular on-line homework,</i></p>

4	<p>Wellbeing - for some disadvantaged students there are issues surrounding mental health and wellbeing that can cause them to fall behind their peers</p> <p><i>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. They are clearly identified on CPOMS and monitored accordingly.</i></p>
5	<p>Aspiration and motivation - Lack of engagement previously from disadvantaged students in extracurricular activities and enrichment opportunities</p> <p><i>Our internal data suggests that there is a slightly lower uptake from our disadvantaged students in the extra-curricular provision and enrichment opportunities. This will continue to be a focus to narrow the gap between the two groups even further. As of December 2024 figures are:</i></p> <p><i>Enrichment opportunities taken up - all students - 79%</i></p> <p><i>Enrichment opportunities taken up - PP students - 73.1%</i></p> <p><i>Clubs - all students (excluding Yr 11) - 64.6%</i></p> <p><i>Clubs - PP students (excluding Yr 11) - 47%</i></p>
Challenge number	External Challenges
6	<p>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.</p> <p><i>Our attendance data over the past year indicates that attendance among disadvantaged pupils 24.3% are considered Persistent absence (PA) which is significantly higher than non-disadvantaged PA pupils 15.4%. However, this has reduced from the previous academic year which was 36% (disadvantaged pupils). Our data assessments and observations indicate that absenteeism often negatively impacts disadvantaged pupils' progress.</i></p>

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

<p>Ensure the curriculum for low attaining/SEND students is accessible.</p>	<p>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.</p> <p>Increased one-to-one and small group tuition (intervention) to support catch up efforts (Literacy and Numeracy).</p> <p>Increase the frequency of mentor/support programmes to support individual needs (Homework and organisational mentors etc.)</p> <p>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.</p> <p>Ensure that PP students have access to technology (chromebook/internet) at home to support homework completion.</p> <p><i>To be overseen by the DHT and monitored half termly by AHT (inclusion) HoYs, HoDs and LSAs.</i></p>
<p>Support in place for students with mental health or <u>wellbeing</u> concerns</p>	<p>All students with wellbeing concerns are logged and appropriate support and provision is in place. Improved attendance and wellbeing of students with concerns.</p> <p><i>To be overseen by the DHT and monitored by AHT (inclusion), Pastoral Support Officer, Attendance Officer and HoYs.</i></p>
<p><u>Participation</u> and <u>engagement</u> in extracurricular provision and enrichment opportunities</p>	<p>High levels of engagement from PP students in extracurricular activities and enrichment opportunities.</p> <p>Participation of eligible PP students is monitored half termly. Identified students to be targeted and encouraged to attend one termly extracurricular activity.</p>

	<p>Increase parental communication to remove any attendance barrier</p> <p>Contributions for enrichment opportunities (educational trips, workshops etc) to be made available to eligible PP students</p> <p><i>To be overseen by the DHT and monitored by AHT (behaviour), SENCO, HoYs, Club Coordinators and form tutors</i></p>
<p>Attendance improvement for all students eligible for PP</p>	<p>Students eligible for PP to have reached the school's attendance target.</p> <p>Increase the number of career advice appointments in KS4/5 to motivate and explore career pathways.</p> <p><i>To be overseen and monitored weekly by DHT, AHT (inclusion), Sixth form team, Attendance Officer and HoYs</i></p>
<p>Improved attendance by families eligible for PP at all school events, particularly Parents' Evening and information evenings.</p>	<p>Target to increase attendance at all key parents and families events.</p> <p><i>To be overseen by HoYs, HoDs and form tutors.</i></p>

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	2024-2025

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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school Teaching and Learning drive on 'Quality First teaching' with a focus on our three school priorities:</p> <ul style="list-style-type: none"> a. To strategically implement year 1 of a whole school literacy strategy to enhance students' experience of the curriculum b. To continue to embed adaptive approaches, within the classroom, to support all students in accessing the curriculum c. To facilitate and support the continuous development of subject curriculum <p>Weekly departmental co-planning sessions will be used to develop specific areas within the curriculum.</p>	<p>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.</p> <p>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. This year David Didau is leading whole school training on vocabulary acquisition and extended writing.</p> <p>Self-evaluation processes including lesson observations and learning walks (whole-school and departmental).</p> <p>In addition to our whole school foci for this academic year, we will continue to place an emphasis on developing high quality student oracy. 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. In addition EEF research has indicated that for a low cost Oral language interventions can have an impact for 6+ months with a low cost.</p> <p>Exploration of the opportunities that students have to develop their oracy beyond their lessons e.g. Jack Petchey Speak Out Challenge, Talk Thursday, Diversity advocates and student-led assemblies.</p> <p>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 (6 months) and phonics (5 months). Students will be assessed and complete programmes of intervention based on their needs.</p>	<p>1,2,3</p>

<p>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.</p>	<p>Reading intervention will be led and monitored by the school's Literacy Coordinator. Students will follow the Lexia reading programme with the creation of bespoke and targeted lessons to improve reading fluency and comprehension. The EEF report on Improving Literacy in Secondary Schools has also been influential in designing our support.</p> <p>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.</p>	<p>1,2,3</p>
<p>Teacher tutoring (small group intervention funded by the school-led tutoring grant))</p> <ul style="list-style-type: none"> a. HoDs to continue to implement a targeted skills intervention programme which will be delivered by subject specialists to eligible 11 and 13 students. b. Extra Saturday and Holiday intervention programmes to provide 	<p>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. The report has been supported by this press release from EEF. Greater capacity within staffing will allow for more small group tutoring sessions in the core and EBACC subjects.</p>	<p>3</p>

<p>extra targeted intervention across all subjects</p> <p>Students eligible for this programme will be based on the data gathered from the November PPE series.</p>		
<p>Additional teaching groups in Year 11 English, Maths, Science, MFL and Humanities (9 groups for English, Maths and Science)</p> <p>HODs to effectively select students for the smaller groups to ensure that maximum impact is being made in these targeted groups.</p>	<p>It has been shown that the reduction in class sizes can improve feedback and higher quality interactions with students which should then have a positive impact on outcomes (EEF research)</p>	<p>2,3</p>

<p>ii. Targeted academic support (for example, tutoring, one-to-one support structured interventions)</p> <p>Budgeted cost: £40,000</p>		
<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge number(s) addressed</p>

<p>Monitoring data of PP students against our non- PP students within the school</p> <ul style="list-style-type: none"> ● attainment ● effort ● rewards/behaviour points ● attendance ● exclusion 	<p>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.</p> <p>This has been led by the pastoral teams and overseen by LG.</p>	<p>All</p>
<p>PP interviews and then a development of a prioritisation calculator across Y7-11 will ensure that funding is applied appropriately and fairly (updated termly)</p>	<p>Our own prior experience and evidence has seen PP students increase the rates of their progress with an individualised approach to learning identify barriers</p>	<p>2,3</p>
<p>Alternative provision - college</p>	<p>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.</p> <p>To ensure all AP students make sufficient progress the following has been put in place:</p> <ul style="list-style-type: none"> - 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 - Half termly evaluation of provision to analyse impact of provision 	<p>1,2,3</p>
<p>Social and academic mentoring from LG for Y11 and 13</p>	<p>According to the EEF's T&L Toolkit, mentoring can lead to 1 additional month's additional progress.</p> <p>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)</p>	<p>2,3,4,7</p>

	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 (+3 months) in EEF toolkit and broader qualitative impacts on cultural capital and personal development. Extra-curricular half termly analysis 2024/5	4,5,7
Offer enriching opportunities such as being part of the Oxbridge group, 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 projects 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: £28,000		
Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Attendance for all students and key groups monitored regularly and relevant intervention put in place</p>	<p>Our own prior experience and evidence has seen PP students' progress increase with dedicated PP reporting at all levels incl. attendance.</p> <p>This will be led by DHT and supported by the attendance officer, HoYs and form tutors</p>	<p>6</p>
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<p>Homework Club.</p> <p>SEND support</p> <p>Art therapy</p>	<p>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.) Also metacognition support through a variety of means has been shown to have an impact on attainment this is evidenced with research as having 7 months progress. To pilot art therapy to select KS3 students who require additional interventions for their mental health and wellbeing</p>	<p>2,3,4,7</p>
<p>All students have access to relevant careers information, advice and guidance.</p> <p>Eligible PP students will have access to multiple career advisor appointments to support and guide students in their next steps.</p>	<p>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.</p> <p>Hattie reports that students' self-expectations and self-reported grades are strongly related to outcomes (Hattie, 2012).</p>	<p>3,4,7</p>
<p>Family evenings – all years including KS4 'success' parents' evenings (school-cloud will be used as the communication medium for parents' evening)</p>	<p>The association between parental involvement and a child's academic success is well established and according to the EEF toolkit can increase progress and have 4 months progress.</p> <p>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. The school has continued this year with face to face Year 11 and 13 parents evenings and these have been well received by parents. The school has also added Parent Information evenings which occurred in the Autumn term.</p>	<p>7</p>

<p>Social and resource needs funding eg. a chromebook and internet</p>	<p>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.</p> <p>Experience demonstrates that students require all resources necessary for learning to feel secure, part of the community and able to access learning.</p>	<p>3,7</p>
<p>Cost of living contribution scheme:</p> <ol style="list-style-type: none"> 1. A pilot free breakfast club to be trialled to see if this has an impact on attendance as well as reducing number of lates. 2. To continue to provide students with support for uniform requests. 3. To contribute towards school trips or educational experiences (at the discretion of the school) 4. To provide a contribution for some students towards music lessons provided in school by Hillingdon music. 	<p>To improve the attendance gap between PP and Non PP students in line with the SDP strategies will continue to be piloted to determine impact before a full roll out. The introduction of a pilot (in the last academic year) breakfast club is an important trial. There is little research on the impact for secondary aged students however no child will learn effectively if they are hungry.</p> <p>EEF research on art participation shows strong evidence that there can be a positive impact of 3 months</p> <p>Whilst the evidence is unclear surrounding the impact of providing school uniforms due to the current cost of living crisis the school would like to be proactive to support disadvantaged families during this time period.</p> <p>The meeting of all students at least annually will ensure all information is accurate as well ensuring students build up a relationship with their teachers and will be confident in asking for help.</p>	<p>6, 4</p>
<p>Total budgeted cost</p>		<p>£188,090</p>

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 2023 to 2024 academic year.

70.1% of students achieved a grade 5+ in English and Maths (national average 44.7%) whilst 84.5% of students achieved a grade 4+ in English and Maths (national average 65.4%). Our EBACC entry for disadvantaged students was 64.8%. Our disadvantaged students achieved a 0.26 for P8 score (non- disadvantaged students overall P8 was 0.99). This achievement is above the national P8 average for disadvantaged students which was 0.01.

2024 saw a reduction in gaps between disadvantaged and non- disadvantaged students:.

Students achieving 5+ English and Maths 29% 2024 against 34.9% 2023

Students achieving 4+ English and Maths 13.8% 2024 against 41% 2023

P8 score has improved from 0.18 (2023) to 0.26 (2024)

A8 score has improved from 4.42 (2023) to 4.62 (2024)

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 (2024-25). 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 50% of disadvantaged students went on to attend university, 25% are completing an apprenticeship and 25% are taking a gap year.

With regards to attendance, the overall school's attendance was 93.6.9% with the attendance for disadvantaged students being 88.3%. 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 has given us greater capabilities to share with students and their families the extra curricular activities that are on offer at the school. During 2023-4 we have continued to develop our use of the platform and have been able to analyse the data to a greater degree as we have more data on it to utilise and analyse trends and participation across a range of activities.

Programme Provider	Scholars Programme
Brilliant Club	KS4/KS5 Brilliant Club Scholars Programme
School led- Tutoring Programme	Small group tutoring lead by NW teachers
Future Frontiers	13 year 10 students- career focused. 15 Year 11 students
Need to talk?	Y7-13 (case by case basis)
Mental health choices programme	Y7-13
Oppidan Mentoring	24 students Years 7-10 mentoring for low aspirations and/or low self-esteem
Young Carers	1:1 termly sessions for our students Years 7-13 who are classified as Young Carers
Be her Lead	Small internal programme to empower female students
Art Therapy	Yr 7-9 (case by case basis)