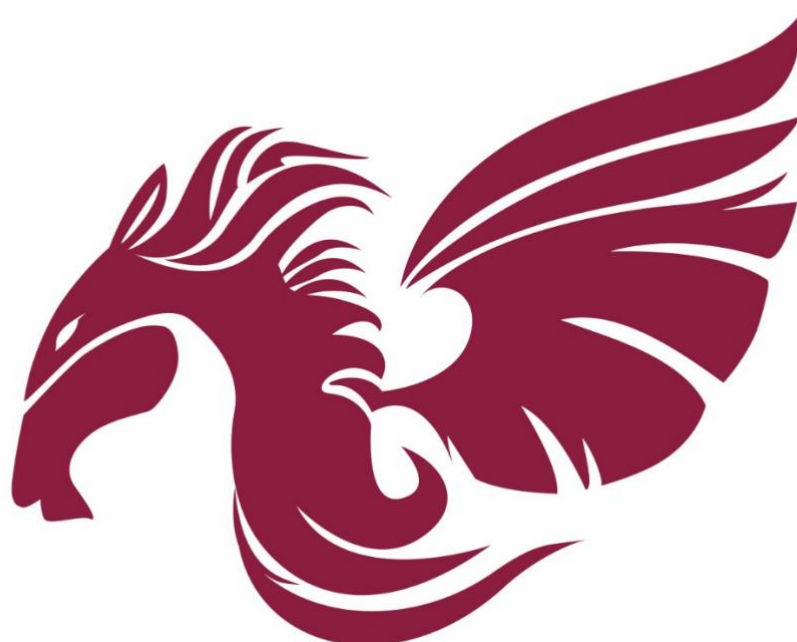


# The Arnewood School Pupil Premium Strategy



**THE ARNEWOOD  
SCHOOL**

*Working Together - Shaping Tomorrow*

**Review – March 2021**

## Pupil Premium GCSE Results Analysis

### Outcomes

		2016-17 Actual	2017-18 Actual	2018-19 Actual	2018-19 Without AP	2019-20 Spring CAG	2019- 20 Spring CAG Without AP	2019-20 Final CAG	2019-20 Final CAG Without AP
	<b>No of pupils</b>	50	45	41	36	47	40	45	39
<b>Attainment</b>	<b>5x9-5 inc En/Ma</b>	18.0%	17.8%	17.07%	19.4%	19.15%	22.5%	20.0%	23.08%
	<i>Gap</i>	-20.9%	-26.6%	-19.96%	-20.24%	-27.13%	-24.17%	-36.67%	-34.07
	<b>Attainment 8</b>	31.9	34.4	35.13	39.6	31.84	37.41	36.32	41.63
	<i>Gap</i>	-12.1	-13.9	-9.57	-7.91	-18.31	-13.15	-17.58	-12.65
	<b>Ebacc (min grade 4)</b>	5%	20%	12%	13.8%	14.9%	17.5%	17.78%	20.51%
	<i>Gap</i>	-18%	-11.6%	-19%	-21.9%	-14.9%	-25.0%	-23.05	-20.66
<b>Progress</b>	<b>Progress 8</b>	-0.83	-0.7	-0.81	-0.4	-1.1	-0.48	-0.71	-0.11
	<i>Gap</i>	-0.52	-0.49	-0.49	-0.29	-1.26	-0.68	-1.17	-0.61

## Projections

		2020-21 Projected <i>Current Y11</i>	2020-21 Projected Without AP <i>Current Y11</i>	2021-22 Projected <i>Current Y10</i>	2021-22 Projected Without AP <i>Current Y10</i>		
	<b>No of pupils</b>	41	37	47	41		
<b>Attainment</b>	<b>5x9-5 inc En/Ma</b>	14.63%	16.22%	19.15%	21.95%		
	<i>Gap</i>	-22.95%	-22.47%	-18.15%	-15.95%		
	<b>Attainment 8</b>	36.77	40.75	36.91	41.93		
	<i>Gap</i>	-9.89	-7.28	-5.69	-6.21		
	<b>Ebacc (min grade 4)</b>	19.51%	21.62%	10.64%	12.2%		
	<i>Gap</i>	-18.79%	-17.79%	-22.7%	-21.68%		
<b>Progress</b>	<b>Progress 8</b>	-0.67	-0.37	-0.91	-0.43		
	<i>Gap</i>	-0.68	-0.49	-0.59	-0.13		

## Pupil Premium Attendance Analysis

Year Group	PP Attendance 2020-21	Gap 2020-21	PP Attendance 2019-20	Gap 2019-20	PP Attendance 2018-19	Gap 2018-19	Gap 2017-18	Gap 2016-17
7	93.4	-3.9	93.10	-3.70	89.55	-7.20	-3.11	-3
8	91.3	-2.2	91.48	-4.07	91.34	-3.95	-5.51	-6
9	83.6	-11.4	92.56	-2.30	90.76	-3.63	-12.98	-3
10	86.5	-6.4	89.57	-4.95	83.89	-10.09	-5.70	-6
11	91.2	-2.3	85.98	-8.31	77.84	-5.12	-10.58	-9

- The Gap is the % difference between the attendance of non-PP students and PP students.
- The statistics for Year 11 in 2018-19 include study leave.
- The statistics for 2019-20 are for September-February (pre-lockdown)
- The statistics for 2021-21 are for September-December (pre-lockdown)

# The Arnewood School Pupil Premium Strategy

## Academic Year 2019-2020

In 2019-2020 nominally **249** students received Pupil Premium funding. This amounted to approximately **£207,024.92**.

## Academic Year 2020-2021

In 2020-2021 nominally **224** students receive Pupil Premium funding. This amounts to approximately **£172,865**

## Main Barriers to educational achievement faced by eligible pupils at Arnewood:

There are a number of barriers to disadvantaged students, at Arnewood we have identified 6 key areas where there can be targeted support for student achievement. The below cover the 6 areas and a list some of the barriers related to our support.

- PP1 - Parental Involvement and Attendance Support – communication between home and school and students' attendance
- PP2 - Academic - low levels of literacy, accessing the curriculum (in all subjects)
- PP3 - Social and Emotional Support – low aspiration and emotional and social literacy
- PP4 - Being Exam Ready – accessing resources and support for examined subjects
- PP5 - COVID Impact – returning to the classroom in September 2020 and the impact of the 2021 lockdown.

A more detailed strategy, outlining barriers, spending decisions, evaluation and impact can be found below.

## Date of review for Pupil Premium Strategy

**July 2021**

**November 2021**

**March 2022**

### PP1 - Parental Involvement & Attendance Support

Objective	Strategy	How will this be measured?	Progress update
<p><b>Communicate effectively with parents / carers of PP students.</b></p>	<ul style="list-style-type: none"> <li>• Ensure contact details for parents and carers are up to date.</li> <li>• Use of post for key communication.</li> <li>• Use of One Touch / Arbor to send emails and text messages to parents / carers.</li> </ul>	<ul style="list-style-type: none"> <li>• The SIMS office will check that all new students' details are correct when they join.</li> <li>• Communications to parents will include details of how to update contact information using the SIMS Parent Lite app.</li> <li>• Arbor will be introduced from September 2020 and INSET training will be provided</li> </ul>	<ul style="list-style-type: none"> <li>• Arbor has been introduced. INSET training has been provided.</li> <li>• Arbor parental emails now in use for all communications.</li> </ul>
<p><b>Improve the attendance of parents / carers of PP students.</b></p>	<ul style="list-style-type: none"> <li>• Parents / carers will receive electronic invites to parents' evenings.</li> <li>• HOY / Tutors will call targeted parents to check on availability to attend.</li> </ul>	<ul style="list-style-type: none"> <li>• The online booking system will be used to analyse who attends parents' evenings and to compare with previous years.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent-Tutor evening was well attended by parents (Nov 19).</li> <li>• For 2020-21 parents' evenings are taking place remotely.</li> <li>• Year 11 parents evening: 40% of PP parents attended compared to 69% of non-PP parents.</li> </ul>
<p><b>Close the gap between the attendance of PP students non-PP students</b></p>	<ul style="list-style-type: none"> <li>• A whole school attendance strategy will be further embedded.</li> <li>• Close monitoring of attendance and consistent intervention mapping.</li> <li>• A weekly inclusion meeting is chaired by the DHT to discuss key individuals of concern.</li> <li>• Regular rewards given to students with high or improving attendance.</li> <li>• Formal reports will be sent to parents three times a year. This will include reporting students'</li> </ul>	<ul style="list-style-type: none"> <li>• Year group attendance will be regularly monitored by Student Welfare Co-Ordinators.</li> <li>• The Assistant Head of Year (Pastoral) will record meetings with Heads of Year as part of the school's improvement plan to identify students of concern and to evaluate how effective intervention strategies have been.</li> <li>• Attendance Improvement Plans will be implemented by Heads of Year for specific students of concern and will lead to an improvement in attendance.</li> <li>• The gap between the attendance of PP students and non-PP students for 2019-</li> </ul>	<ul style="list-style-type: none"> <li>• HOY9, 10 and 11 have reported to SLT (2020-21).</li> <li>• Year group raffles and pizza lunches have taken place for all year groups.</li> <li>• Prior to the March 20 lockdown school closure, the gap had been closed in 4 of the 5 year groups. The gap for the year 11 cohort had decreased for the second year running but remained high.</li> <li>• From Sept 20, Heads of Year have met with the Assistant Headteacher (Pastoral)</li> </ul>

	<p>attendance.</p> <ul style="list-style-type: none"> <li>• Provide financial support for transport costs for individual PP students</li> </ul>	<p>20 and 2020-21 will be compared with previous years.</p>	<p>fortnightly.</p> <ul style="list-style-type: none"> <li>• Attendance Improvement Plans (AIPs) introduced for students of from Sept 20.</li> <li>• Prior to the Jan 21 lockdown school closure, the gap has closed for years 8 and 11. The gap has widened for years 9 and 10. The gap for the current year 7 is comparable to previous years.</li> </ul>
<p>Estimated Cost: £5,000 approx</p>			

### PP2 - Academic Support

Objective	Strategy	How will this be measured?	Progress update
<p><b>Ensure quality first teaching in the classroom through the embedding of The Arnewood Lesson.</b></p>	<ul style="list-style-type: none"> <li>• Careful seating of PP students in all lessons.</li> <li>• Challenging learning objectives will be set for lessons and used to measure students' progress.</li> <li>• High quality differentiated work to meet the needs of PP students.</li> <li>• Promoting a culture of scholarly learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly performance management lesson observations by a member of SLT for each teacher.</li> <li>• Departmental self-evaluation of lessons using traffic light observations.</li> <li>• Weekly SLT learning walks will identify good practice and coaching points.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations and learning walks show elements of the Arnewood Lesson are being embedded. This has continued from Sept 20 despite the introduction of COVID restrictions.</li> <li>• Peer review by Burgate showed most elements of The Arnewood Lesson were being embedded within lessons.</li> <li>• Peer review by Burgate highlighted questioning and differentiation as areas to work on.</li> <li>• Teaching and Learning focus has remained the same for 2020-21.</li> </ul>

<p><b>Development of whole school literacy</b></p>	<ul style="list-style-type: none"> <li>• INSET time has been allocated throughout the year to develop strategies.</li> <li>• The Arnewood Lesson model includes explicit reference to literacy.</li> <li>• Teach Meet for staff to share good practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from INSET and from Teach Meet will be collated and shared with staff.</li> <li>• Lesson observations and learning walks will have a specific literacy focus.</li> <li>• A mid-year report will be produced to identify further actions required.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school INSET focused on literacy (Sept 19 and Jan 20). This included a presentation from Jo Kenyan from HIAS.</li> <li>• Good practice from TeachMeet shared (Oct 19).</li> <li>• Peer review by Burgate showed literacy strategies being embedded in most lessons.</li> <li>• Fortnightly focus cards have provided strategies on literacy.</li> <li>• “How we present our work” rules have been implemented: whole school presentation shared in Sept 20 and reminders shared across Autumn term.</li> </ul>
<p><b>Provide precise guidance and feedback to improve progress</b></p>	<ul style="list-style-type: none"> <li>• Use of TIP by all teachers to give students precise feedback to improve.</li> <li>• The Arnewood Lesson model includes explicit reference to literacy.</li> <li>• Teach Meet for staff to share good practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from Teach Meet will be collated and shared with staff.</li> <li>• Lesson observations and learning walks will have a specific focus on feedback and will show students have a clear idea of how to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly focus cards have provided strategies on effective student feedback.</li> <li>• Work scrutiny and the peer review by Burgate have highlighted inconsistency in student feedback.</li> <li>• Modelling of effective feedback for remote learning shared via weekly email during Jan 21 lockdown school closure.</li> </ul>
<p><b>Monitor the progress of students in order to identify appropriate</b></p>	<ul style="list-style-type: none"> <li>• The new assessment structure will be further embedded.</li> <li>• Dedicated time will be</li> </ul>	<ul style="list-style-type: none"> <li>• SLT will work with HCOL to ensure that class intervention sheets are completed and to discuss the impact of intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated time for class intervention sheets and evaluation during calendared</li> </ul>



<b>intervention strategies</b>	<p>calendared for teachers to complete class intervention sheets using 4Matrix.</p> <ul style="list-style-type: none"> <li>• HOY will use the assessment structure to report to SLT and identify necessary interventions.</li> <li>• A year 11 target group of students will be identified and mentored by members of the SLT.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers will review the impact of their intervention strategies for certain students twice a year.</li> <li>• The progress of the year 11 target group will be assessed by the head of year 11.</li> <li>• At the end of the year, GCSE results will be used to compare the progress and attainment gap between PP and non-PP students in year 11.</li> </ul>	<p>departmental meetings.</p> <ul style="list-style-type: none"> <li>• In 2020: CNE (HOY11) has reported to SLT. Students projected P8 score displayed in staff room.</li> <li>• A target group has been identified and students are being mentored by SLT (ongoing for 2021).</li> </ul>
<p>Estimated Cost: £200,000</p>			

### PP3 - Social and Emotional Support

Objective	Strategy	How will this be measured?	Progress update
<p><b>Raise aspiration by providing opportunities for PP students to take part in enrichment activities</b></p>	<ul style="list-style-type: none"> <li>• Provide targeted opportunities for small or specific groups to take part in enrichment activities.</li> <li>• Improve the careers provision for students in all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation of students in enrichment activities is recorded and then reviewed at the end of the academic year.</li> <li>• An evaluation is done at the end of specific opportunities – e.g. the Scholar’s Programme.</li> </ul>	<ul style="list-style-type: none"> <li>• A group of 6 been enrolled in the Scholar’s Programme for 2020. This was completed in Autumn 2020 due to COVID postponement.</li> <li>• A group of 30 year 8 students have taken part in 2 employability sessions.</li> <li>• Year 11 students have taken part in a Careers’ Fayre (Nov 19).</li> <li>• The school production included a high proportion of PP students Jan 20.</li> <li>• For 2020-21, enrichment activities have been restricted due to impact of COVID.</li> </ul>
<p><b>Promote a positive, growth mindset and</b></p>	<ul style="list-style-type: none"> <li>• Embedding The Arnewood Lesson to include students’</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of rewards being given to PP and non-PP students will be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• Arbor introduced in Sept 20 as a replacement for ADDS.</li> </ul>

<p><b>scholarly behaviours</b></p>	<p>scholarly behaviours.</p> <ul style="list-style-type: none"> <li>• Use of reward system.</li> <li>• Introduction of a House system to promote aspiration, a positive and team ethos.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations and learning walks will have a specific focus on scholarly learning and students' learning behaviours.</li> <li>• Analysis of "on call" and exclusion logs.</li> </ul>	<p>Analysis in Feb 21 shows that PP students continue to receive fewer rewards and more sanctions on the new system.</p> <ul style="list-style-type: none"> <li>• "On call" analysis shows a year-on-year reduction on the number of incidents requiring "on call".</li> <li>• 53 of 93 "on call" incidents involved PP students in Autumn term 2020.</li> <li>• The number of PP students excluded has fallen in 2020-21: 8 of 21 students excluded by Jan 21 were PP students (38%).</li> <li>• In 2020-21, one PP student has been permanently excluded; 3 others are currently in alternative provision.</li> <li>• 15 of 24 students excluded by March 20 were PP students (62%). In 2018-2019 it was 22 of 45 students (48%)</li> </ul>
<p><b>Increase participation of PP students in school trips</b></p>	<ul style="list-style-type: none"> <li>• PP students can apply for up to half the cost of a trip up to a maximum value of £100 per year. This can be split across multiple visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation of students in school trips is recorded and then reviewed at the end of the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• Finance Office is tracking pupil participation in extracurricular activities. This is not comparable with previous years due to COVID school closures.</li> </ul>
<p>Estimated Cost: £10,000</p>			

### PP4 Being Exam Ready

Objective	Strategy	How will this be measured?	Progress update
<p><b>Identify PP students at risk of underperforming at GCSE level and identify intervention strategies.</b></p>	<ul style="list-style-type: none"> <li>• Assessment data is used at regular intervention points to identify individual students at risk of underperforming.</li> <li>• Class teachers identify intervention strategies for individual students.</li> <li>• A target group of year 11 students is identified and mentored by members of SLT.</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental line managers (HT, DHT and AHT – Teaching and Learning) will review with HCOL on a fortnightly basis and record on the School Improvement Plan (SIP) proforma.</li> <li>• Class teachers will review the impact of their intervention strategies for certain students twice a year.</li> <li>• The progress of the year 11 target group will be assessed by the head of year 11.</li> <li>• At the end of the year, GCSE results will be used to compare the progress and attainment gap between PP and non-PP students in year 11.</li> </ul>	<ul style="list-style-type: none"> <li>• SIP termly report for the Autumn term shows departments have regularly reviewed data and identified intervention strategies for underperforming students.</li> <li>• Class intervention sheets have been reviewed by class teachers for years 10 and 11 (Dec 19, Mar 20).</li> <li>• A year 11 target group has been established with students assigned to SLT for mentoring (ongoing).</li> </ul>
<p><b>Ensure PP students have full access to an effective revision programme</b></p>	<ul style="list-style-type: none"> <li>• Year 11 GCSE revision evening for students and parents.</li> <li>• Provision of revision resources to PP students for free.</li> <li>• Programme of after school revision sessions to be communicated to parents.</li> <li>• Provide equipment packs for PP students with the necessary equipment for exams.</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the year, GCSE results will be used to compare the progress and attainment gap between PP and non-PP students in year 11.</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE learning evening has taken place (Oct 19).</li> <li>• A programme of after school revision sessions has been published for year 11 mock exams (Nov 20).</li> <li>• Subjects identified revision resources for PP students and these have been purchased and distributed by the school (Sept 19 and Oct 20).</li> <li>• Equipment packs are now available via the Finance Office.</li> <li>• Use of CAG grades in 2019-20 means evaluation of revision programme is not possible.</li> <li>• The process for awarding</li> </ul>

			CAG grades for 2020-21 is not yet known (Feb 21).
Estimated Cost: £5,000			

**PP5 COVID Impact**

Objective	Strategy	How will this be measured?	Progress update
<b>Ensure a safe return to the classroom from September 2020</b>	<ul style="list-style-type: none"> <li>• Resumption of face-to-face teaching for years 10 and 12 in June / July 20.</li> <li>• Tutor group tutorials for years 7-9 in July 20.</li> <li>• Staggered return for each year group in Sept 20.</li> <li>• Introduction of COVID safety measures and bubble system.</li> </ul>	<ul style="list-style-type: none"> <li>• PP attendance for the Autumn term will be broadly in line with previous years.</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of year 10 PP students attended face-to-face lessons in July 20 (compared to 82% non-PP students)</li> <li>• PP attendance for Autumn term 20 was broadly in line with previous years for most year groups. There was a drop in the year 9 and year 10 attendance (see above).</li> </ul>
<b>Plan for the contingency of further school closures and a reversion to remote learning</b>	<ul style="list-style-type: none"> <li>• INSET training for Firefly and live Zoom lessons.</li> <li>• Planning and moderation meetings scheduled for sharing good practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental line managers (HT, DHT and AHT – Teaching and Learning) will review with HCOL on a fortnightly basis and record on the School Improvement Plan (SIP) proforma.</li> <li>• In the event of a school closure, a ratio of 1:4 lessons will be live streamed via Zoom.</li> </ul>	<ul style="list-style-type: none"> <li>• An audit of Firefly content was conducted in July 20.</li> <li>• A traffic light system to notify parents in advance of report learning is updated regularly on the school website.</li> <li>• SIP termly report for the Autumn term shows content has been uploaded to Firefly across all departments.</li> <li>• Analysis shows 25% of lessons in the first week of January were livestreamed via Zoom. This has increased to between 31-42% of lessons in subsequent weeks.</li> </ul>
<b>Ensure all PP</b>	<ul style="list-style-type: none"> <li>• Audit of students' IT facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students without a device will be</li> </ul>	<ul style="list-style-type: none"> <li>• Laptops have been distributed</li> </ul>

<p><b>students have access to remote learning</b></p>	<ul style="list-style-type: none"> <li>• Tutorials for students on how to access live Zoom lessons.</li> <li>• Introduction of a code of conduct for live Zoom lessons.</li> </ul>	<p>identified and a laptop or iPad will be provided for the duration of lockdown.</p> <ul style="list-style-type: none"> <li>• HOY and tutors will contact all students before the end of Jan 21</li> <li>• A Support School will operate during lockdown with places for vulnerable children and the children of key workers.</li> <li>• The number of students completing work remotely will be analysed on a weekly basis.</li> </ul>	<p>to 49 students for the Jan 21 lockdown school closure.</p> <ul style="list-style-type: none"> <li>• 4G routers have been distributed to 8 students.</li> <li>• 41 PP students are attending the Support School during the Jan 21 lockdown school closure.</li> <li>• Tutors and HOY have contacted all PP students during Jan 21 lockdown school closure.</li> <li>• Analysis of Arbor records shows 42% of PP students with 2 or fewer records of missing remote work compared to 59% of non-PP students.</li> </ul>
<p><b>Establish a “COVID catch-up” plan for PP students</b></p>	<ul style="list-style-type: none"> <li>• Appointment of “COVID-catch-up” lead.</li> <li>• Identify gaps in students’ learning.</li> <li>• Identify and implement strategies to reduce gaps.</li> <li>• Promotion of mental health awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• A fully costed “catch-up” plan will be established.</li> <li>• Departments will assess students’ lockdown learning and adjust schemes of learning to close gaps in students’ learning.</li> <li>• Mental health awareness will be incorporated into regular assemblies, tutor time and PSHE sessions for all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial discussion in SLT meeting on 8.2.21</li> </ul>
<p>Estimated Cost: TBC</p>			