

Pupil premium strategy statement

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	The Arnewood School
Number of pupils in school	1062
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Nigel Pressnell
Pupil premium lead	Paul Barrett
Governor / Trustee lead	Sarah Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,397.50
Recovery premium funding allocation this academic year	£33,278.00
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	£247,675.50

Part A: Pupil premium strategy plan

Statement of intent

The Arnewood School is firmly committed to ensuring equality of education and providing equal access to opportunities for all students, irrespective of their socio-economic background. Our curriculum explicitly aims to teach our students to become scholarly, literate and numerate, reflective and resilient learners and tolerant, outward-looking and understanding of their place in the world. Approximately a quarter of our students are from a disadvantaged background. It is the objective of this strategy to ensure that each and every student has the opportunity to fulfil their potential and move into the next stage of their education with the skills, knowledge and qualifications they need.

We have a three-tier strategy to overcome the challenges faced by our disadvantaged students. The most important part of this is our desire to improve teaching and learning. This is based on providing a consistent classroom experience based on the principles of The Arnewood Lesson in order to create a calm, purposeful environment for students to learn. This is supported by the development of our literacy provision in order to help disadvantaged students close the literacy gap that many of them experience. The improvement of teacher feedback to explicitly inform students how to improve their work is also a top priority. This strategy also has targeted support for specific groups of disadvantaged students in order to improve the attendance of some students, parental engagement as well as focusing on the recovery from the Covid pandemic. The final tier is aimed at providing disadvantaged students with the same opportunities as their non-disadvantaged peers in order to build the cultural capital that will allow them to be successful.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged students is lower than that of non-disadvantaged students in all year groups.
2	The attainment and progress of disadvantaged students at the end of KS4 are lower than non-disadvantaged students.
3	Fewer parents of disadvantaged students engage with the school - e.g. the parents' evening attendance of the parents of disadvantaged students is lower than the parents of non-disadvantaged.
4	Disadvantaged students have lower rates of literacy which provide a barrier to accessing the curriculum and to their progress.

5	Some disadvantaged students have low aspirations and do not participate in as wide a range of extracurricular opportunities as non-disadvantaged students.
6	Disadvantaged students are not always “exam ready” with appropriate resources and support for examined subjects at the time of their final exams.
7	The impact of COVID school closures in 2020 and 2021 and individuals’ self-isolation has widened some gaps in disadvantaged students’ learning and increased students’ social and emotional concerns.

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
Improved attendance of disadvantaged students.	<ul style="list-style-type: none"> Reduction in the gap between the attendance of disadvantaged and non-disadvantaged students will be no more than 3-5% in all year groups in 2021-22. This gap will be no more than 2-4% in all year groups by 2023-24.
Improved attainment and progress of disadvantaged students in the GCSE examinations.	<ul style="list-style-type: none"> The Progress 8 gap for the 2022 cohort will be no more than -0.3 to -0.5 between disadvantaged and non-disadvantaged students. This gap will be no more than -0.2 to -0.4 for the 2023 cohort. Disadvantaged with demonstrate scholarly learning behaviours, resulting in a reduction in the number of exclusions for disadvantaged students. All disadvantaged students will be “exam ready” with the resources and revision support they need for their final exams.
Improved literacy of disadvantaged students.	<ul style="list-style-type: none"> The explicit teaching of literacy will be embedded across all subject areas. Literacy tests will show a significant improvement in the reading age of disadvantaged students.
The impact of COVID on disadvantaged students’ learning and attendance will be minimised.	<ul style="list-style-type: none"> Gaps in disadvantaged students’ learning caused by school closures will be identified and a “catch-up” plan will be implemented. The attendance of disadvantaged students will return to pre-COVID levels and the gap between the attendance of disadvantaged and non-disadvantaged will be reduced (see above).

Improved parental engagement	<ul style="list-style-type: none"> The attendance of the parents at parents' evenings will be the same for disadvantaged students and non-disadvantaged students.
Disadvantaged students will have high aspirations and will experience a wide range of extra-curricular opportunities.	<ul style="list-style-type: none"> No disadvantaged students will leave the school not in employment, education or training. Disadvantaged students will experience a range of school visits, the arts and sporting opportunities in each year group.

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding consistent routines [into daily classroom practice.	The EEF toolkit highlights that feedback has a very high impact of +6 months' progress at a very low cost.	2, 4, 6, 7
CPD training for the explicit teaching of literacy across the curriculum.	The EEF toolkit highlights that reading comprehension strategies have a very impact of +6 months' progress at a very low cost.	2, 4
Adoption of expected presentation of work and glossaries of tier 3 vocabulary to be used in lessons.	The EEF toolkit highlights that oral language interventions has a very high impact of +6 months' progress at a very low cost.	2, 4, 7
New school CPD structure will allow staff to focus on mastery goals relating to literacy, feedback etc.	The EEF toolkit highlights that feedback has a very high impact of +6 months' progress at a very low cost.	2, 4, 5, 6
CPD workshops and schoolwide TeachMeet events will share good practice.	The EEF toolkit highlights that reading comprehension strategies and feedback have a very impact of +6 months' progress at a very low cost.	2, 4, 6
Creation of The Arnewood School teaching toolkit to		2, 4, 6, 7

showcase effective classroom strategies.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of revision resources to disadvantaged students in GCSE years to use at home.	The EEF toolkit highlights that homework high impact of +5 months at a very low cost.	6
Creating a reading culture in the school. This includes pastoral readings sessions and the provision of a book to all new year 7 students as part of transition to secondary school.	The EEF toolkit highlights reading comprehension strategies have very high impact of +6 months at a very low cost.	4
Small group tutoring of 1:3 for Years 10 and 11 for core subjects for English, Maths and the Sciences by the Brilliant Club.	The EEF toolkit highlights collaborative learning approaches having a high impact of +5 months for very low cost.	2, 7
One to one tuition for specific students when a need is identified.	The EEF toolkit highlights one to one tuition as having a high impact of +5 months for a moderate cost.	2, 7

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

Budgeted cost: £25,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer school for year 7 students as part of their transition to secondary school.	The EEF toolkit highlights that summer schools have a moderate impact of +3 months' progress at a moderate cost.	1, 3, 7

Audit of disadvantaged students' participation in extracurricular activities.	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost.	1, 2, 5
Subsidising disadvantaged students' participation in extracurricular visits.	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost.	1, 2, 5
Fortnightly inclusion and pastoral meetings will highlight attendance issues and identify actions to improve these.	The EEF toolkit highlights that social and emotional teaching has a moderate impact of +4 months' progress at a very low cost.	1
Attendance Improvement Plans will be implemented for disadvantaged students identified as poor attenders.	The EEF toolkit highlights that social and emotional teaching has a moderate impact of +4 months' progress at a very low cost.	1
Year 7 students with low attendance will be identified as part of their transition to secondary school and will form a nurture group.	The EEF toolkit highlights that social and emotional teaching has a moderate impact of +4 months' progress at a very low cost.	1
One year appointment of a Student Wellbeing Officer.	The EEF toolkit highlights that social and emotional teaching has a moderate impact of +4 months' progress at a very low cost.	1, 7

Total budgeted cost: £225,000 approx

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.

A full review of The Arnewood School Pupil Premium Strategy in the 2020-2021 academic year can be viewed by clicking [here](#). This strategy covers the last two academic years to reflect the impact of the COVID pandemic and subsequent school closures. The strategy has had some impact in addressing some of the challenges that disadvantaged students face. For example, there is evidence that the school's attendance policies have become more embedded and were having an impact on reducing the gap in attendance between disadvantaged and non-disadvantaged students. The COVID pandemic has not widened this gap although there continues to be variation with the attendance of disadvantaged students in different year groups. The engagement of parents of disadvantaged students has been hindered by the pandemic with fewer attending remote parents' evenings.

The attainment and progress of disadvantaged students continues to be lower than that of non-disadvantaged students. Whilst assessment data for 2020 and 2021 cannot be used for comparative reasons, it is clear that the gap that existed pre-pandemic persists. To address this there has been progress in improving the quality of teaching and learning through the implementation and embedding of classroom consistency with The Arnewood Lesson model. This is being embedded with clearer learning objectives and a more consistent standard of students' presentation. The explicit teaching of literacy across the curriculum is being embedded. The quality of feedback and the frequency of students responding to this continues to be an area for improvement. There has been a reduction in the number of exclusions and serious behaviour incidents involving disadvantaged students. However, it must be noted that proportionally, the number of exclusions and serious behaviour incidents involving disadvantaged students continues to be higher than that of non-disadvantaged students.

There has been progress in providing disadvantaged students with a greater variety of extracurricular opportunities with a high proportion of those involved in the school show being from disadvantaged backgrounds. Financial support has been given to disadvantaged students so that they can participate in a wide variety of school trips and residentials. This has inevitably stalled during the pandemic. GCSE students have been provided with revision resources to ensure they have what they need in order to be exam ready.

The school provided devices and routers so that all disadvantaged students were able to access remote learning during the spring 2021 school closure. Furthermore, 40% of

students who attended Support School during the spring 2021 school closure were disadvantaged students. A Covid catch-up co-ordinator has been appointed to lead on the impact of the pandemic for 2021-2022.

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
The Brilliant Club Tuition Programme	National Tutoring Programme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	