

## 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	1001
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2023-24
Date this statement was published	November 2021 (reviewed December 2022)
Date on which it will be reviewed	December 2023
Statement authorised by	
Pupil premium lead	Paul Barrett
Governor / Trustee lead	Sarah Hughes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,535.00
Recovery premium funding allocation this academic year	£32,844.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£260,379.00

# 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"> <li>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.</li> <li>This gap will be no more than 2-4% in all year groups by 2023-24.</li> </ul>
Improved attainment and progress of disadvantaged students in the GCSE examinations.	<ul style="list-style-type: none"> <li>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.</li> <li>Disadvantaged with demonstrate scholarly learning behaviours, resulting in a reduction in the number of exclusions for disadvantaged students.</li> <li>All disadvantaged students will be “exam ready” with the resources and revision support they need for their final exams.</li> </ul>
Improved literacy of disadvantaged students.	<ul style="list-style-type: none"> <li>The explicit teaching of literacy will be embedded across all subject areas.</li> <li>Literacy tests will show a significant improvement in the reading age of disadvantaged students.</li> </ul>
The impact of COVID on disadvantaged students’ learning and attendance will be minimised.	<ul style="list-style-type: none"> <li>Gaps in disadvantaged students’ learning caused by school closures will be identified and a “catch-up” plan will be implemented.</li> <li>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).</li> </ul>

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

## 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

## 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 and by subject specialists.	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	The EEF toolkit highlights that social and emotional teaching	1

attendance issues and identify actions to improve these.	has a moderate impact of +4 months' progress at a very low cost.	
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
From October 2022, operating a daily breakfast club to offer all disadvantaged students a free breakfast	The EEF toolkit highlights that social and emotional teaching has a moderate impact of +4 months' progress at a very low cost.	1, 2, 3
From September 2022, additional pastoral support will be provided with an Assistant Head of Year in each group.	The EEF toolkit highlights that social and emotional teaching has a moderate impact of +4 months' progress at a very low cost.	1, 3

**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 2021-2022 academic year. This was the first year of the current three-year strategy outlined in this document.

The strategy has had some impact in addressing some of the challenges that disadvantaged students face. The attendance of disadvantaged students is in line with the national picture as shown via the FFT 360 attendance view. However, there continues to be a gap in attendance between disadvantaged and non-disadvantaged students, with an increased gap in two-year groups. The school's attendance policies have become more embedded which has resulted in the gap decreasing in two-year groups. From September 2022, additional pastoral support will be provided with the appointment of non-teaching Assistant Heads of Year for each year group.

The attainment and progress of disadvantaged students continues to be lower than that of non-disadvantaged students. Whilst school-based assessment data for 2020 and 2021 cannot be used for comparative reasons with outcomes from amended GCSE examinations in 2022, 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. Routine lesson observations and regular work scrutiny show that this is being embedded with clearer learning objectives and a more consistent standard of students' presentation. The quality of feedback and the frequency of students responding to this has improved although some inconsistency remains. The way that teachers adapt their lessons for students of all abilities continues to be an area for improvement.

The school's literacy lead has successfully implemented a revised strategy for supporting students with literacy needs within and across the curriculum. This includes using national reading tests in order to identify students requiring additional support, working alongside HIAS to lead INSET training for how teachers can support weak readers in the classroom and developing a programme of support for intervention groups. Lesson observations show that teachers are starting to embed opportunities to develop students' literacy within subject lessons and as part of the pastoral curriculum.

Proportionally, the number of exclusions and behaviour incidents involving disadvantaged students continues to be higher than that of non-disadvantaged students. A working party was established in January to review the school's behaviour for learning policy and has worked with a number of colleagues in other local schools to develop a

new policy for September 2022. The implementation of this will be a key priority of the school improvement plan for 2022-2023.

There has been progress in providing opportunities for disadvantaged pupils to develop their cultural capital by increasing the number of disadvantaged students participating in a wide variety of extracurricular opportunities. Financial support has been given to disadvantaged students so that they can participate extra-curricular music lessons and in a wide variety of school trips such as visits to the theatre, museums, galleries. For the first time since the pandemic, this has also included residential visits to Little Canada and Paris with a number of students visiting a foreign country for the first time. Disadvantaged students in Years 10 and 11 have been provided with revision resources and stationary to ensure they have what they need in order to be exam ready. The engagement of parents of disadvantaged students continues to be a challenge with fewer attending remote parents' evenings.

A Covid Catch-up Co-Ordinator was appointed for 2021-22 as a secondment to the senior leadership team. This role included the co-ordination of setting of remote work for absences caused by continued Covid isolations which impacted students in the Autumn and Spring terms. A summer school programme was implemented for a cohort of disadvantaged year 7 students prior to their induction to the school in September 2021 whilst a large cohort of GCSE students were provided with additional tuition through the Brilliant Club Tuition Programme and through bespoke school-based sessions led by subject specialists. A non-teaching Student Wellbeing Officer was appointed for a one - year fixed term role to support students on an individual basis and had success with reintegrating a number of students back into school following extended periods of absence. A qualified mental health professional was also employed to work with a number of students in the summer term.

## 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
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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?	