

## Pupil premium strategy statement – New Mills School 2024 - 2027

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	684
Proportion (%) of pupil premium eligible pupils	23.1%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	20 <sup>th</sup> July 2027
Statement authorised by	Heather Watts
Pupil premium lead	Emma Maslen
Governor / Trustee lead	Peter Inman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185076.00
Recovery premium funding allocation this academic year	£0
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p><b>Total budget for this academic year</b></p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£185076.00

## Part A: Pupil premium strategy plan

### Statement of intent

Our core purpose is to empower everyone to be the best they can be, optimising their future success, wellbeing and contribution to community and society. Our knowledge-rich curriculum and highly qualified staff strive to enable all students, regardless of their starting points or backgrounds to make good progress and to attain highly across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including ensuring progress for those who are already high attainers. We endeavour to stretch and challenge them to achieve their very best academically and in all aspects of school life.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy focuses on addressing poor attendance to school and the rise in absenteeism among pupils and in improving pupil wellbeing and mental health.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act early to intervene as the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance and persistent absence</b></p> <p>Our Disadvantaged students do not attend school as regularly as our non-PP students, resulting in learning gaps that negatively impact disadvantaged pupils' progress.</p> <p>In the year 2023–24 the attendance of PP students increased from the previous academic year by 8.2% but there remains a gap between the attendance of PP versus non-PP students. Persistent absence affects this cohorts access to quality first teaching.</p>
2	<p><b>Access to the curriculum is limited by low literacy levels</b></p> <p>Lower literacy levels (specifically related to weak reading) lead to difficulties accessing the curriculum across all subjects. Assessment using NGRT shows that a greater proportion of our disadvantaged pupils have a Standardised Age score below age related expectation.</p>
3	<p><b>Social, emotional and mental health difficulties impacting upon behaviour for learning and overall outcomes and progress.</b></p> <p>Internal data recognises that disadvantaged students are more likely to be sanctioned repeatedly and are more likely to be identified as less engaged in lessons than their peers and are more likely to receive more than one suspension. Our observations and discussions with pupils and families suggest the behaviour of a proportion of these pupils is indicative of wider social, emotional and mental health difficulties including anxiety, low self-esteem and lack of confidence.</p>
4	<p><b>Lack of exposure and access to cultural experiences leading to low aspirations.</b></p> <p>Our disadvantaged pupils are more likely to come from families who have had little experience of higher education and wider opportunities. Consequently, going on to university-level study can be seen as an</p>

	unrealistic goal. Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students.
5	<p><b>Inconsistency of quality first teaching could negatively impact outcomes, including those for PP students.</b></p> <p>Historically the gap between PP and non-PP has been wide and although the gap between PP and non-PP students has narrowed since Summer 2022, there remains a gap between PP and non-PP students in terms of progress and attainment and therefore a focus will be emphasis on ensuring all PP students attainment is in line with their peers.</p>

## 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 for all students, especially those who belong to key groups such as PP and SEND, so that their attendance is in line with national average expectations for all pupils.	<ul style="list-style-type: none"> <li>- 94% attendance for all students</li> <li>- PP attendance and punctuality to be in line with non-PP students.</li> <li>- PA figures for PP will be in line, or lower than national averages.</li> <li>- PP students will achieve, or exceed, attendance percentages in line with national averages in all year groups, and whole school.</li> </ul>

<p>Improved reading fluency so that all students can read with sufficient accuracy, automaticity, and prosody, enabling them to access the curriculum in full</p>	<ul style="list-style-type: none"> <li>- Standardised reading age scores are in line, or above national averages.</li> <li>- Positive engagement with reading activities.</li> </ul>
<p>To improve pupil behaviour for learning and engagement in lessons to improve overall outcomes and progress.</p>	<p>Sustained high levels of wellbeing by 2023/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>- Qualitative and quantitative data from SEMH interventions.</li> </ul> <p>Increased engagement and self-regulation in lessons demonstrated by:</p> <ul style="list-style-type: none"> <li>- Reduction in negative behaviour incidents logged for PP students.</li> <li>- Reduce the fixed term exclusions for PP students</li> <li>- Positive climate for learning as evidence through Climate Checks and departmental reviews.</li> <li>- R point scores demonstrate PP students learning behaviours are as strong as non-PP.</li> <li>- Reduced incidents of internal truancy for PP and SEND students.</li> </ul>
<p>All students, inc. PP, receive high quality CEIAG, PSHE and are provided with opportunities for enhancing 'cultural capital' through extra-curricular and in-class experience</p>	<ul style="list-style-type: none"> <li>- All PP students will have received high quality careers advice linked to the Gatsby Benchmark guidance</li> <li>- KS4 students will have appropriate and ambitious career pathways resulting in 0% NEETS.</li> </ul>

	<ul style="list-style-type: none"> <li>- All PP students will visit a HE establishment whilst in KS3 and in KS4.</li> <li>- Increased PP participation in enrichment opportunities / extra-curricular provision (attendance of PP students to be in line with cohort proportions).</li> </ul>
<p>Improved quality of teaching and learning across the school to improve the overall outcomes for all students, especially those who belong to key groups such as PP, SEND and low ability (progress and attainment)</p>	<ul style="list-style-type: none"> <li>- Maths and English 4+, 5+ and 7+ Basics in line with national average for all students.</li> <li>- All key groups (PP, SEND, HAPS, MAPS, LAPS) to achieve, or exceed, ATT8 averages, in line with national averages for all students.</li> <li>- Quality first teaching embedded across the school, as evidenced through Step Lab and QA procedures.</li> <li>- Curriculum reviews show high expectations and academic rigour.</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: £ 96,000

Activity	Evidence that supports this approach
<p>Develop high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- Ensuring the common framework to lesson structure is embedded across the school to ensure accessibility and inclusivity through CPD</li> </ul>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p><a href="#">Retrieval practice - why it works</a></p> <p><a href="#">Steplab - The-Evidence-and-Rationale-Behind-Steplab</a></p> <p><a href="#">walkthrus.co.uk - how-does-it-work</a></p> <p><a href="#">Rosenshine.pdf</a></p> <p><a href="#">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF (educationendowmentfoundation.org.uk)</a></p>



<p>and quality assurance</p> <ul style="list-style-type: none"><li>- Enhanced Quality Assurance procedures</li><li>- Continued CPD on the New Mills WalkThru cluster to improve pedagogy.</li><li>- Develop a whole-school approach to disciplinary literacy and embed strategies to support the weakest readers within the curriculum.</li><li>-</li></ul>	
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<p>Maintain a supportive, personalised and sustained CPD cycle that allows teachers to plan and deliver lessons that effectively model, explain, and set clear expectations so that students can build schema through the acquisition of knowledge.</p> <p>This will include:</p> <ul style="list-style-type: none"><li>- Use of Steplab to support teacher improvement and the establish of Instructional Coaching.</li></ul>	<p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches</p> <p><a href="#">effective-professional-development</a></p> <p><a href="#">The-Evidence-and-Rationale-Behind-Steplab</a></p> <p><a href="http://walkthrus.co.uk/how-does-it-work">walkthrus.co.uk/how-does-it-work</a></p> <p><a href="#">The reading framework (publishing.service.gov.uk)</a></p>
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<ul style="list-style-type: none"> <li>- Continued CPD on the New Mills WalkThru cluster to improve pedagogy.</li> </ul>	
<p>Whole-school approach to embed 'reading for empowerment'</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>- Prioritisation of disciplinary literacy across the curriculum</li> <li>- Whole-school focus on vocabulary acquisition.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_POSTER.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_POSTER.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p>

<ul style="list-style-type: none"><li>- Continued refinement of the reading intervention programme by incorporating Herts 4 learning to our offer</li><li>- Refinement of library reading lessons.</li><li>- Rigorous process of QA of reading across the curriculum.</li></ul>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £ 30,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a bespoke and targeted intervention programme across KS4 and KS3 for all students, including those with additional needs.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>- Whole-school tiered approach to reading intervention.</li> <li>- A personalised and supportive approach to year 11 academic intervention</li> <li>- Revision support for students, including revision guides/materials/packs where appropriate.</li> <li>- SPARX reader and SPARX maths</li> </ul>	<p>Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.</p> <p><a href="#">EEF -targeted-academic-support</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">National Tutoring Programme: guidance for schools</a></p>	2,5
<p>Coordination of provision for children with SEN, ensuring all practitioners within the school understand their responsibility and students are supported effectively through varying levels of intervention</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- Opportunities for staff to develop pedagogy through CPD.</li> </ul>	<p>Small group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to inclusion. High quality teaching should reduce the need for extra support, but it is highly likely that some pupils will require high quality, structured, targeted interventions to make progress. Interventions should be carefully targeted through identification and assessment of need and the intensity of interventions should increase with need.</p> <p><a href="#">EEF Send 5-a-day</a></p>	2,5

<ul style="list-style-type: none"> <li>- Implementation of targeted interventions responsive to the needs profile of the SEND students, as per the graduated response.</li> <li>- Whole-school tiered approach to reading intervention.</li> <li>- Implementation of SPARX reader and SPARX maths.</li> </ul>	<a href="#">supporting-send</a>	
<p>Targeted interventions to support reading and literacy development.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- Continued NGRT screening of all pupils in 2024/25.</li> <li>- Refinement of a tiered model of reading support, which increases in intensity in line with student needs and disciplinary literacy is embedded across the curriculum to develop vocabulary knowledge.</li> <li>- Use of Lexonic Leap</li> <li>- Use of Sparx Reader</li> <li>- Introduction of Herts for Learning programme</li> </ul>	<p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. Effective diagnosis of reading difficulties is essential though in identifying possible solutions, particularly for older struggling readers.</p> <p><a href="#">The reading framework (publishing.service.gov.uk)</a></p> <p><a href="#">reading-comprehension-strategies</a></p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF blog: Shining a spotlight on reading fluency   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Lexonik Leap Literacy Programme - Lexonik</a></p>	<p>2</p>

	<a href="http://gl-assessment.co.uk">Using NGRT in secondary schools - GL Assessment (gl-assessment.co.uk)</a>  <a href="#">strategies-for-reversing-poor-school-attendance</a>	
<p>Teaching assistant deployment and interventions</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>- CPD for TAs to ensure they support high quality provision within the classroom.</li> <li>- Upskill TAs to deliver targeted interventions.</li> </ul>	<p>Effective deployment of teaching assistants (TAs) is critical. TAs should supplement, not replace, teaching from the classroom teacher.</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.maximisingtas.co.uk/">https://www.maximisingtas.co.uk/</a></p>	2, 5

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

Budgeted cost: £ 59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop and sustain a whole school approach to monitoring and improving attendance.</p> <p>This includes:</p>	<p><a href="#">strategies-for-reversing-poor-school-attendance</a></p> <p><a href="#">strategies-for-reversing-poor-school-attendance</a></p> <p><a href="#">boosting-attendance-and-addressing-the-impact-of-poverty-for-vulnerable-learners</a></p>	1

<ul style="list-style-type: none"> <li>- Financial support for PP students e.g. uniform and travel</li> <li>- Whole school attendance / punctuality policy which takes a robust approach to student attendance / punctuality to ensure high levels of attendance for all students.</li> <li>- Enhanced monitoring, tracking and intervention for disadvantaged students.</li> <li>- Closer identification of the triggers for non-attendance.</li> <li>- Home visits and parental meeting to support and challenge low attendance.</li> <li>- Data driven strategies to strategically target key pupils.</li> <li>- Develop collaborative approaches with PP parents to boost attendance.</li> </ul>	<p><a href="https://www.k12dive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/">https://www.k12dive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/</a></p>	
<p>Supporting pupils' social, emotional and behavioural needs.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- CPD to support the implementation of the Behaviour Curriculum for teaching staff and pastoral staff</li> <li>- Graduated approach to support pupils who are not meeting expectations.</li> </ul>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life, this may incorporate whole-school approaches as well as targeted interventions.</p> <p><a href="#">behaviour-interventions</a></p> <p><a href="#">EEF Improving behaviour in schools</a></p> <p><a href="#">social-and-emotional-learning</a></p>	<p>3</p>



<ul style="list-style-type: none"> <li>- Increased focus whole school rewards strategy.</li> <li>- Targeted SEMH interventions</li> <li>- ELSA training to enhance capacity</li> <li>- CPD to offer Bushcraft sessions in-house.</li> <li>- Broadening the Intervention offer of the Inclusion Department.</li> </ul>		
<p>Launch our 360 provision to provide our most vulnerable students the opportunity to access a bespoke package of academic and pastoral support with the aim and focus of re-integration into mainstream classroom.</p>	<p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Strategically plan for curricular and extracurricular opportunities that enhance/develop students' cultural capital, character, and all aspects of their personal development</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- Targeted PP attendance at extracurricular activities</li> </ul>	<p>Extra-curricular activities are an important part of education in their own right but it is important to consider how increased engagement will be translated into outcomes.</p> <p><a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	4

<ul style="list-style-type: none"> <li>- Targeted PP attendance at enrichment opportunities</li> <li>- High quality personalised CEIAG for PP students</li> <li>- Homework club in school</li> <li>- Arts participation e.g. Free Music lessons</li> <li>- A wide range of extracurricular and enrichment activities which extend students' learning and develop their passions and interests beyond the classroom.</li> <li>- External Agencies to support with Extra-curricular days.</li> <li>- Trips and visits aimed at raising aspirations and engaging students with further/higher education.</li> </ul>	<p><a href="https://www.educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Communicating with, and supporting, parents</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- Provide practical strategies to support learning at home related to supporting children with reading and homework.</li> <li>- Review school communications to ensure a positive dialogue about learning.</li> <li>- Review school communications to ensure they build parents' efficacy.</li> <li>- Staff CPD related to parental engagement</li> </ul>	<p>Levels of parental engagement are consistently associated with improved academic outcomes.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-guidance-report">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>

<ul style="list-style-type: none"><li>- Offer more intensive support from the Safeguarding and Attendance Officer / Year Managers for families in crisis.</li></ul>		
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact pupil premium activity had on pupils in the 2023 to 2024 academic year.

<b>Review of expenditure and impact</b>			
2023 – 2024			
Please evaluate below how you allocated and used the Pupil Premium Funding and whether it had the desired impact on the quality of education and outcomes for eligible pupils.			
<b>Attendance and persistent absence</b>			
Our Disadvantaged students do not attend school as regularly as our non-PP students, resulting in learning gaps that negatively impact disadvantaged pupils' progress.			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact: Did you meet the success criteria? If not, why?</b>	<b>Lessons learned</b>
Improved attendance for all students, especially those who belong to key groups such as PP and SEND, so that their attendance is in line with national average expectations for all pupils.	<ul style="list-style-type: none"> <li>Implementation of new attendance policy (shared with parents / carers Sept 23) which takes a robust approach to student attendance / punctuality to ensure high levels of attendance for all students</li> </ul>	<p>Attendance for Disadvantaged students has increased by 8.2% and the gap in attendance between PP and non-PP students narrowed from 11.6% to 6%.</p> <p>There does however remain a gap in attendance between PP and non-PP</p>	<ul style="list-style-type: none"> <li>Increased tracking and monitoring is needed to identify and breakdown barriers to accessing school earlier.</li> <li>Closer identification of the triggers for non-attendance</li> </ul>

<p><b>Success criteria:</b></p> <p>PA figures for PP will be in line, or lower than national averages. PP students will achieve, or exceed, attendance percentages in line with national averages in all year groups, and whole school.</p>	<ul style="list-style-type: none"> <li>• Develop and sustain a whole school approach to monitoring and improving attendance</li> <li>• Introduction of prominent display board in school (updated weekly)</li> <li>• Enhanced monitoring, tracking and intervention for disadvantaged students - strategic weekly attendance meeting (every student discussed)</li> <li>• Increased celebration of attendance successes</li> <li>• Streamlined attendance letter procedures</li> <li>• Regular reminders to students regarding the importance of good attendance in school.</li> </ul> <p>Financial support for PP students e.g. uniform and travel</p> <p>Offer more intensive support from the Safeguarding and Attendance Officer / Year Managers for families in crisis.</p>	<p>students and PA figures for PP increased</p>	<p>(identifying students don't want to school).</p> <ul style="list-style-type: none"> <li>• Increased home visits are needed to raise awareness of the importance of school attendance.</li> <li>• Further opportunities are needed to discuss attendance with parents. Attendance meetings at the end of the year were poorly attended and therefore parent/carer evenings need to be utilised to discuss school attendance.</li> </ul>
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**Access to the curriculum is limited by low literacy levels**

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? If not why?	Lessons learned									
<p>Improved reading fluency so that all students can read with sufficient accuracy, automaticity, and prosody, enabling them to access the curriculum in full</p> <p><b>Success criteria:</b></p> <p>Standardised reading scores are in line, or above national averages.</p> <p>90% of KS3 PP students read at, or above chronological reading age.</p> <p>Number of students testing in RP groups 1-3, 4-6 and 7-9 to be at least in line with national averages (23% 1-3, 53% 4-6, 23% 7-9)</p> <p>Teachers recognise this improvement through engagement in lessons and book scrutiny.</p>	<ul style="list-style-type: none"> <li>• Develop a whole-school approach to developing reading and embed strategies to support the weakest readers within the curriculum.</li> <li>• Implement a bespoke and targeted intervention progress across KS4 and KS3 for all students, including those with additional needs.</li> <li>• NGRT screening of all pupils (Y7-10 in 2023/24 and all year groups in successive years)</li> </ul> <p>Appointment of a Librarian and Literacy Development Manager</p> <p>Appointment of a Reading and Pupil Premium Champion</p> <p>Implementation of a tiered model of support, which increases in intensity in line with student needs and disciplinary literacy is embedded</p>	<p>Data for Summer 2024 shows that the P8 score for PP students has moved from <math>-0.93</math> to <math>-0.49</math>. Whilst there remains a gap between PP and non-PP students, the progress of PP students has improved and the gap has narrowed between PP and non-PP students which suggests that PP students are experiencing greater success in accessing the curriculum across all subjects.</p> <table border="1" data-bbox="1133 1070 1590 1315"> <thead> <tr> <th>P8 score</th> <th>2022/23</th> <th>2023/24</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.11</td> <td>+0.18</td> </tr> <tr> <td>PP</td> <td>-0.97</td> <td>-0.49</td> </tr> </tbody> </table>	P8 score	2022/23	2023/24	All	-0.11	+0.18	PP	-0.97	-0.49	<p>Tutor time reading needs to be reviewed. Tutors need to be directed to read to their tutor groups so that students have fluent reading and reading with prosody modelled to them.</p> <p>Further CPD to embed the Walkthru for Whole Class Reading Routines. Research indicates that students who are routinely read to make an additional year's progress, so teachers will be directed to read all texts unless there is a specific pedagogical reason not to.</p> <p>Disciplinary literacy must be prioritised across the curriculum.</p>
P8 score	2022/23	2023/24										
All	-0.11	+0.18										
PP	-0.97	-0.49										

	<p>across the curriculum to develop vocabulary knowledge.</p> <p>Use of Lexonic Leap</p> <p>Use of Sparx Reader</p> <p>Upskill TAs to deliver targeted interventions.</p>	<p>Reading Interventions have shown a positive impact on reading fluency for PP students. The total number of students in RP7-10 (students whose reading is limited by poor vocabulary, syntax and grammar or whose reading is below age expectations or has phonics gaps) reduced from 24% of students to 13% and is significantly below the national figure of 23%, but we must ensure further interventions lifts students out of these categories.</p> <p>NGRT screenings show that 53% of PP students increased their SAS (Standard Age Score) between Autumn 2023 and June 2024 compared to 51% on non-PP students and 71% of PP students accessing interventions increased their SAS score compared to 66% of non-PP students.</p>	<p>All subject areas must be responsible for developing students' ability to read complex academic texts.</p> <p>Strategies targeting vocabulary instruction in every subject must be reviewed. An alternative approach to 'Word of the lesson' must ensure that vocabulary instruction is a routine part of knowledge delivery.</p> <p>Further work needed to ensure reading is prioritised across the school.</p> <p>Continue to refine the reading intervention offering by incorporating the Herts 4 Learning programme into our offer.</p>
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			<p>Further refinement of reading lessons.</p> <p>Rigorous process of quality assurance of reading in tutoring times and across the curriculum.</p>
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**Poor pupil behaviour for learning and engagement in lessons can negatively impact overall outcomes and progress.**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact: Did you meet the success criteria? If not why?</b>	<b>Lessons learned</b>
<p>To improve pupil behaviour for learning and engagement in lessons to improve overall outcomes and progress.</p> <p><b>Success criteria:</b> Sustained high levels of wellbeing by 2023/25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. Qualitative and quantitative data from SEMH interventions.</p>	<p>Review of whole-school behaviour policies and procedures</p> <p>CPD for teaching staff and pastoral staff</p> <p>Graduated approach to support pupils who are not meeting expectations.</p> <p>Implementation of whole school rewards strategy.</p> <p>Targeted SEMH interventions</p> <p>Ensuring PP provision in the Wellbeing Centre</p>	<p>The implementation and embedding of the Behaviour Curriculum has reduced the number of PP students being Permanently Excluded (3 disadvantaged students were permanently excluded in 2021-22 and 2022-23, and only disadvantaged student was permanently excluded in the academic year 2023/24 for a one-off reason).</p> <p>However, PP students continue to receive a higher proportion of suspensions compared to non-PP</p>	<p><u>Increased sanctions</u></p> <p>Further CPD is required on the importance of building strong relationships with students and on the importance of staff fully understanding the needs of students who are PP and SEND by fully utilising pupil passports.</p> <p>Continued CPD is required to ensure inclusive teaching is embedded in the NMS lesson plan structure.</p>



<p>Increased engagement and self-regulation in lessons demonstrated by:</p> <p>Reduce the number of behaviour incidents logged for PP students and bring in line with average for all students.</p> <p>Reduce the number of suspensions for PP students and bring % suspensions for PP in line with average for all students.</p> <p>R point scores demonstrate PP students learning behaviours are as strong as non-PP.</p> <p>Reduced incidents of internal truancy for PP and SEND students.</p>		<p>students and receive more sanctions at each stage of the behaviour system per student when compared to non-PP students (the exception is S4's where PP students receive fewer sanctions than non-PP students).</p> <p>Data indicates incidents of internal truancy have declined however PP students are more likely to truant lessons.</p>	<p>Continued CPD to ensure all students receive consistently good teaching and learning.</p> <p>Continued scrutiny of data to ensure that individuals accruing high level sanctions are identified at an earlier stage, and appropriate intervention is put in place for that student.</p> <p>Increased work is needed with staff on the importance of using rewards as a behaviour management tool for PP students.</p> <p>Use pupil voice to identify reasons why PP students are receiving more sanctions than non-PP students and use the information to inform an action plan.</p> <p><u>Internal truancy</u></p> <p>An alternative approach is needed to deal with those students who remain persistent internal truants. We are developing an Internal Alternative Provision to support students who struggle to attend school and who struggle to go to lessons.</p>
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			<p><u>Suspensions and Permanent Exclusion</u></p> <p>The use of Behaviour Support Plans and a broader intervention offer have contributed to a reduction in the number of students being permanently excluded.</p> <p>Continue to refine the process of reinduction to reduce the likelihood of students being suspended on more than one occasion.</p> <p>Investigate alternatives to suspension in cases where suspension is not a deterrent.</p>
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**Lack of exposure and access to cultural experiences could lead to low aspirations.**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact: Did you meet the success criteria? If not why?</b>	<b>Lessons learned</b>
All students, inc. PP, receive high quality CEIAG, PSHE and are provided with opportunities for enhancing 'cultural capital' through extra-curricular and in-class experience	Strategically plan for curricular and extracurricular opportunities that enhance/develop students' cultural capital, character, and all aspects of their personal development	<p>Pupil destinations (2022 leavers) show that we are in line with national averages.</p> <p>2022 leavers data shows that NEETs were 6% (in line with 6% nationally. 60% of pupils were in FE compared to 35% of pupils nationally, and 3% of</p>	More extra-curricular clubs have been offered by staff this academic year, but to broaden the offer further, the expectation to offer an extra-curricular club will be factored into directed time.

<p>Success criteria:</p> <p>100% of PP students will have received high quality careers advice linked to the Gatsby Benchmark guidance and KS4 students will have appropriate and ambitious career pathways resulting in 0% NEETS.</p> <p>All PP students will visit an HE establishment whilst in KS3 and in KS4.</p> <p>Increased PP participation in enrichment opportunities / extra-curricular provision (attendance of PP students to be in line with cohort proportions).</p>	<p>This includes:</p> <p>Targeted PP attendance at extracurricular activities</p> <p>Targeted PP attendance at enrichment opportunities</p> <p>High quality personalised CEIAG for PP students</p> <p>Homework club in school</p> <p>Arts participation e.g. Free Music lessons</p> <p>A wide range of extracurricular and enrichment activities which extend students' learning and develop their passions and interests beyond the classroom.</p> <p>Trips and visits aimed at raising aspirations and engaging students with further/higher education.</p>	<p>our students were in an apprenticeship which was in line with 3% of pupils nationally.</p> <p>All PP students received IAG during their GCSEs and had meaningful encounters to support their future pathways.</p>	<p>PP students must be specifically targeted for attendance at extra-curricular clubs / activities.</p> <p>DLY to continue to develop the Careers programme across the school (with a targeted focus on PP students).</p> <p>Attendance to IAG events must include targeting PP students to attend.</p>
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**Inconsistency of quality first teaching could negatively impact outcomes, including those for PP students.**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact: Did you meet the success criteria? If not why?</b>	<b>Lessons learned</b>
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Improved quality of teaching and learning across the school to improve the overall outcomes for all students, especially those who belong to key groups such as PP, SEND and low ability (progress and attainment)

**Success criteria:**

PP students to achieve or exceed 4+ and 5+ basics in line with national average for all students.

PP students to achieve, or exceed, P8 averages in line with national averages for all students.

All key groups (PP, SEND, low ability) to achieve, or exceed, ATT8 averages, in line with national averages for all students.

Quality first teaching embedded across the school, as evidenced through QA procedures.

Develop high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils.

Development a common framework to lesson structure across the school to ensure accessibility and inclusivity.

Enhance Quality Assurance procedures

Establish a core series of WalkThrus to provide a clear model for learning.

Use of Steplab to support teacher improvement and establish Instructional Coaching.

Whole school focus on academic interventions.

Revision support for students, including revision guides / materials / packs where appropriate.

Provide practical strategies to support learning at home related to supporting children with reading and homework.

The gap between PP and non-PP students has continued to narrow in P8 and A8 measures, however, there remains a gap in progress and attainment between PP and non-PP students.

**Summer 2022**

	P8	A8
<b>Non PP</b>	+0.23	50.41
<b>PP</b>	-1.06	33.15

**Summer 2023**

	P8	A8
<b>Non PP</b>	+ 0.13	46.64
<b>PP</b>	-0.97	32.7

Results from Summer 24 suggest this gap has continued to narrow as P8 and A8 figures for PP

Quality first teaching will remain the strongest strategy for ensuring that our PP students perform at least as well as non-disadvantaged students. An enhanced Quality Assurance process to review the implementation of the curriculum will be launched in September and this will also ensure basic standards are being implemented across departments.

An instructional coaching model will be launched in September to improve Teaching and Learning.

Alterations will be made to the NMS Walkthru cluster to address areas for development identified through QA this academic year. Short Feedback Looks will be added to secure immediate learning gains around specific knowledge and modelling handover through 'I do, we do, you do' will reduce cognitive load during handover to students.

Further work is needed to embed the Walkthrus on Whole Class Reading and Whole Class Feedback.

Review school communications to ensure a positive dialogue about learning

students are moving in the right direction.

**Summer 2024**

	<b>P8</b>	<b>A8</b>
<b>All</b>	+0.18	49.6
<b>PP</b>	-0.49	38.7

**Basics measures**

The gap between PP and non-PP students has continued to narrow in terms of Basics 9-5, however there remains a gap in progress and attainment between PP and all students.

**Summer 2024**

	<b>Basics 9-5</b>
<b>All</b>	48.8%
<b>PP</b>	30.0%

Lesson drop-ins demonstrate that:

A new assessment and feedback policy will be launched in September 2024 to ensure that practice is brought in line with relevant T&L Walkthrus and to ensure it reflects the latest evidence and best practice. CPD will focus on purple pen, live marking and whole-class feedback as highly effective strategies.

Continue a more forensic approach to the use of data to ensure that students are identified more swiftly for intervention.

Greater use of Question Level Analysis to ensure intervention is more targeted.

The intervention programme and improved curriculum this year has had impact and therefore the programme will be launched in September for the new year 11 cohort. Students will be directed to intervention sessions for the core during registration and Period 6 interventions will be run by all subject areas. Attendance to intervention sessions will be targeted (with a focus on PP and SEND). As for last year, the

		<ul style="list-style-type: none"> <li>• The majority of staff establish, reinforce and sustain expectations.</li> <li>• Live modelling is firmly embedded in the majority of lessons, with very few missed opportunities</li> <li>• Cold calling is regularly used in lessons to ensure that PP students are more engaged in learning.</li> <li>• NMS Walkthru cluster is becoming more embedded.</li> </ul>	<p>content of the period 6 sessions will be based on question level analysis to make sure there is a clear understanding of what the students do and do not know.</p>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*