

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Newfield Secondary School
Number of pupils in school	1045
Proportion (%) of pupil premium eligible pupils	38.4%
Academic year/years that our current pupil premium strategy plan covers	2022/23 to 2024/25 (3 Years)
Date this statement was published	December 2023
Date on which it will be reviewed	October 2023
Statement authorised by	E.Anderson
Pupil premium lead	D.Lee
Governor / Trustee lead	B. Hilton (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425,903
Recovery premium funding allocation this academic year	£113,574
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	£539,477

Part A: Pupil premium strategy plan

Statement of intent

38.4% of Newfield School pupils qualify for pupil premium (PP) funding which is a sizeable proportion of the whole school population. It is worth noting that the fact that one may qualify for the pupil premium is not in itself a barrier for learning. Pupils in receipt of the pupil premium are not a homogenous group that can benefit from a one size fits all intervention, but a series of individuals who require excellent teaching and personalised pastoral support – like any other student. At Newfield School we expect our pupils to be curious and have a thirst for knowledge, value our community and succeed through commitment and relentless ambition regardless of their background.

Pupils in receipt of the pupil premium on a statistical level are more vulnerable to underperformance in standardised tests, exclusions, poor attendance while in school and less favourable life chances once they leave school. At Newfield School we have a track record of securing outstanding outcomes for our disadvantaged pupils very much against the national picture.

Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that we focus all our resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.

By being clear about the issues facing disadvantaged pupils, using evidence to identify the solutions most likely to work, and thinking hard about how these are implemented; Newfield School is in the best position to deploy limited resources effectively.

Our key principles and aims for spending the pupil premium therefore draw from research evidence that is shown to support disadvantaged pupils to achieve to the highest levels. Effective strategies are outlined by the Education Endowment Foundation (EEF) and are published here: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

Principles

- Every pupil should be curious and have a thirst for knowledge; every staff member should nurture this desire for academic discovery regardless of background.
- We value our community and accept our responsibility to ensure that all pupils have a sense of belonging in our school
- All pupils should succeed through commitment and relentless ambition
- We all accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.

Aims

The allocated funding will:

- Raise the attainment and progress of our disadvantaged pupils by providing learning resources, specialist staffing, high quality intervention and excellent first-time teaching.
- Improve the behaviour and attitude of pupils so that they value our community and demonstrate a thirst for knowledge.
- Improve the attendance of pupils so that they benefit from our world class teaching.
- Ensure a parity of opportunity within school compared to their more affluent peers.
- Ensure that our pupils continue to outperform their more advantaged peers nationally.

Challenges

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

Challenge number	Detail of challenge
1	Pupils make less progress than other pupils in their cohort and pupils nationally. PP pupils are -0.59 with their progress 8 scores compared to +0.19 for average total progress 8.
2	PASS survey indicates that aspirations and self-esteem are lower than other pupils in their cohort.
3	The levels of deprivation within parts of the catchment provide challenges and limits some opportunities open to pupils (e.g. high crime rate, housing quality, transport costs).
4	Attendance rates of PP pupils are below their non-pupil premium (non-PP) peers. A gap further widened as a result of COVID-19. Data shows that PP pupil attendance for 2022-2023 was 87.2% compared to 94.6% for non-PP.
5	Some PP families are hard to reach and have a lack of trust in educational and institutional establishments, resulting in a distrust and lack of support for Newfield School. This impacts negatively on pupil outcomes.
6	A significant number of disadvantaged pupils have lower reading ages than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
7	Fewer PP pupils attend extra-curricular activities compared to non-disadvantaged students meaning they do not get the same experience of school.
8	The number of suspensions of PP pupils (81.3%) is significantly higher compared to non-PP students (18.7%)
9	Some (not all) PP pupils show more apathy for their learning and do not engage as fully in their learning as non-PP pupils.

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
The gap between PP pupils and the national average for non-PP pupils is reduced through high quality teaching and learning and interventions where required	The Progress 8 achievement gap between PP pupils and non-PP pupils is closing and moving towards the national average for non-pupil premium pupils.
PP pupils are supported in their career plan and with their mental health to ensure that aspirations are raised, and self-esteem is high.	<ul style="list-style-type: none"> - Destination data shows all pupils are on appropriate progression pathways. - Ambitious curriculum is in place that enables all to access the full range of opportunities post 16.

	<ul style="list-style-type: none"> - FTE suspension data is reduced and in line with non-pupil premium peers. - A robust personal development curriculum is in place that is accessed by all pupil premium pupils. This will be evidenced through quality assurance activities, book scrutiny and student voice data.
PP pupils are as curious, socially mobile as non-PP pupils and acquire the cultural capital required to succeed in life.	<ul style="list-style-type: none"> - Destination data shows all pupils access appropriate post-16 courses and therefore demonstrates that all pupils have access to appropriate careers guidance and curriculum and personal development opportunities. - Participation rates in trips and extracurricular show pupil premium attendance is in line with all pupils.
Attendance for PP pupils improves, and the gap reduces with non-PP pupils. There are fewer exclusions for PP pupils.	<p>Attendance rates for PP pupils are increasing year on year and are broadly in line with all pupils.</p> <p>Sustained high attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> - the overall attendance for all pupils being in-line with, or greater than, the national average for attendance and the attendance gap between PP and non-PP pupils will be significantly reduced so there is little difference between the average attendance - the percentage of pupils who are persistently absent is reduced to below the national average for persistent absenteeism and the figure among PP pupils is reduced so that there is little difference from non-PP pupils
Improved reading decoding and intervention comprehension among disadvantaged pupils across Key Stage 3 and year 10. To include improved reading ages for targeted cohorts.	<ul style="list-style-type: none"> - Reading comprehension tests, and particularly the New Group Reading Test (NGRT), will indicate improved reading ages and comprehension skills among disadvantaged pupils. - There will be a smaller disparity between disadvantaged and non-disadvantaged pupils due to the use of strategic interventions to tackle reading issues. - This will also be evidenced through quality assurance activities and book scrutiny.
Ensure all PP students have a wide range of extra-curricular and raising aspirations	<ul style="list-style-type: none"> - Extra-curricular timetable shared and promoted with PP pupils. Uptake of PP pupils should be tracked and monitored.

<p>activities available to them to support progress and enrich their education.</p> <p>Enrichment activities will result in better student wellbeing as well as developing cultural capital within the students. Finally, the increased opportunities disadvantaged students will have to visit higher education establishments should result in a greater uptake to KS5 and increase the number of Newfield students going to university.</p>	<ul style="list-style-type: none"> - Raising aspirations programmes embedded alongside academic interventions where required. - Increase on number of PP pupils who access KS5 as a result. - Increase in number of PP pupils who go to university. - Ensure there are opportunities available to give PP pupils rich cultural and enriching experiences they may not have been given had they not attended Newfield School.
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. This will include:</p> <ul style="list-style-type: none"> - CAT4 assessment with Year 7 - PASS survey - NGRT for key year groups 	<p>Standardised assessment can provide reliable insights into specific strengths and weaknesses of each student to help ensure that the necessary support, intervention and help can be implemented throughout the academic year. This is evidence in documentation by the EEF around the use of standardised tests and assessing pupil progress.</p> <p>EEF – Assessing and monitoring pupil progress</p>	<p>1,2, 6, 9</p>
<p>In class HLTA support</p> <p>Targeted pupils receive in class support from a HLTA for pupil premium pupils.</p> <p>Bi-weekly review meetings to review pupils targeted.</p> <p>HLTA to produce a written report on academic progress of pupils and feedback to class teachers and AHT.</p> <p>HLTA to develop strong subject knowledge across core subjects.</p>	<p>Research shows that support and close tracking and individualised plans for pupil premium pupils raises academic progress and closes knowledge gaps.</p> <p>Intended impact will be that knowledge gaps reduced and pupils feel more confident in aspects of their academic work. Teachers will also work with HLTA to develop strategies for long term knowledge retention.</p> <p>EEF – Teaching and Learning Toolkit</p> <p>The EEF toolkit indicates that teaching assistant interventions can have a moderate impact (+4 months) for a moderate cost.</p>	<p>1,2, 6, 8, 9</p>
<p>Teaching and Learning Strategies</p> <p>Pupil premium pupils are prioritised across</p>	<p>Research shows that if the curriculum is ambitious and quality first teaching and adaptive teaching techniques are used PP pupils are more engaged and make better progress. Evidence suggests lessons are good, or better,</p>	<p>1, 9</p>

<p>the school. Quality first teaching, adaptive teaching, and ambitious curriculum.</p> <p>Teachers will understand the individual barriers and plan for these in their teaching.</p> <p>Pen Portraits updated as needed.</p> <p>Specific CPD will be provided around questioning, challenge, cognitive load and reading to prioritise key strategies that will improve the quality of teaching and learning.</p> <p>Staff use a common approach to seating plans.</p>	<p>where PP pupils are challenged, cognitive load is minimised and reading is prioritised.</p> <p>Intended impact will be that P8 figure improves to be in-line or above the national non-PP P8 figure. Pupils will also achieve well and improve confidence as a result of effective teaching.</p> <p>EEF – Teaching and Learning Toolkit</p> <p>EEF – Guide to Pupil Premium</p>	
<p>Ensure that each department has a highly challenging and academic curriculum designed to challenge all pupils, especially those who are disadvantaged and may have gaps in existing knowledge.</p>	<p>A knowledge rich curriculum that also develops powerful knowledge and skills will result in the progress of disadvantaged students – see this article by Tom Sherrington: https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf</p>	1,2,6,9
<p>Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is planned for in lessons.</p>	<p>Dylan Willian and Daisy Christadoulou give clear guidance and on why assessment and feedback is important and how to embed this successfully in ‘What does this look like in the classroom?’</p> <p>According to Hattie, Feedback is one of the top 10 influences on student achievement. Hattie gives clear guidance on how the use of effective feedback can inform teaching practice.</p>	1,2,4,9

<p>The embedding of consistent high expectations around routines and means of participation in lessons to promote the progress of disadvantaged pupils.</p>	<p>Tom Bennett's 'Running the Room' identifies how important it is to embed explicit routines prevent behaviour problems from arising and helps create the class culture and norms.</p> <p>This will mean that pupils can get on with learning and there is reduced disruption.</p> <p>Doug Lemov and Ben Newmark argue that pupils should be clear on their means of participating in the lesson though questioning ect. This cannot be clear unless all pupils are focused on learning, which is why routines and high expectations of behaviour are important. CDM supports this.</p>	<p>1,2,4,5,8,9</p>
<p>Consistently embed oracy strategies to ensure students develop confidence in using their voices.</p>	<p>Research suggests that building in time for oracy within lesson allows students to build confidence, improves their ability to write due to rehearsing what they will commit to paper as well as widening vocabulary due to frequency of hearing peers modelling talk. This also allows students to build confidence for later life in interviews.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2, 9</p>
<p>Embed high quality disciplinary reading into lessons in order to close the reading gap cultural capital gap between advantaged and disadvantaged pupils.</p>	<p>Research from Durrington School and EEF supports the embedding of disciplinary literacy gives guidance on potential pitfalls and issues:</p> <p>https://researchschool.org.uk/durrington/news/disciplinary-literacy-1</p> <p>To reduce the Matthew Effect, ensuring everyone can read, builds more vocabulary and become more word rich is one of the most effective things we can do to improve pupil outcomes. This is outlined by David Didau in this article: https://learningspy.co.uk/learning/the-matthew-effect-why-literacy-is-so-important/</p> <p>Alex Quigley also shows the importance of disciplinary literacy in closing the gap in advantaged and disadvantaged outcomes here: https://www.theconfidentteacher.com/2018/04/literacy-is-dead-long-live-disciplinary-literacy/</p> <p>This EEF document highlights the most effective ways to embed literacy, embedding disciplinary literacy being the first point: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1,2,4,6,9</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group targeted intervention in English and Maths.</p> <p>Targeted small group work using subject specialist Teaching Assistant in Maths.</p>	<p>Data shows PP pupils performing less well than their peers partly due to gaps in their knowledge through attendance issues / lack of consolidation.</p> <p>Impact will be determined through review of Assessment Cycle data. Curriculum Leaders for English and Maths to use internal data to target cohorts.</p> <p>Student voice to indicate these pupils feeling more confident and supported.</p> <p>EEF – Teaching and Learning Toolkit</p>	1
<p>Engagement Curriculum</p> <p>An engagement curriculum has been developed to provide targeted teaching to small cohorts of pupils. This works in-line with the normal academic curriculum but allows for more focussed support.</p> <p>Additional 1:1 and small group intervention also takes place with key programmes of work delivered to support pupils' emotional and academic development.</p>	<p>Small group intervention and 1:1 support is indicated by the EEF as being highly effective in supporting the academic and emotional development of pupils.</p> <p>EEF toolkit indicates that individualised instruction has a moderate impact (+4 months) for a low cost.</p> <p>EEF toolkit outlines that support for metacognition and self-regulation has a very high impact (+7 months) for a low cost based on extensive evidence.</p> <p>EEF – One to one support</p> <p>EEF – Metacognition and self-regulated learning</p>	1
<p>Embed Thinking reading as a strategy to tackle reading disfluency and ensure all PP pupils can read fluently by the time they reach KS4.</p>	<p>Thinking Reading is an evidence-based approach which clearly identifies issues with reading. Thinking Reading use rigorous diagnostic assessment to identify specific reading issues and focus on which decoding issue pupils may struggle with, focuses in on this and practices until pupils have moved met specific targets. Thinking reading claims to make 3 months progress per 30-minute session.</p>	1, 2, 6
<p>Paired reading plan created and embedded using fluent readers in KS4 to allow those who are 1-2</p>	<p>The evidence from this EEF document shows that paired reading will have positive impacts on disadvantaged pupils and will improve their outcomes, they include idea son the most effective ways to embed this programme:</p> <p>https://files.eric.ed.gov/fulltext/ED581127.pdf</p>	2

years behind their reading age to close this gap.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Guardian Angels - Mentoring</p> <p>All Year 11 pupil premium Pupils have an allocated 'guardian angel' to act as a mentor throughout the academic year.</p> <p>HOUS and HOY to target PP pupils and provide post-16 mentoring.</p> <p>HOY and HOUS target pupils and pair with the most appropriate guardian angel dependant on need.</p> <p>HLTA to provide support for PP pupils in writing personal statements.</p>	<p>Data shows that PP pupils perform less well than their peers. Although in school NEET percentages are good, evidence over previous years suggest that retention in post-16 places is not as strong.</p> <p>PASS survey and student voice indicates that academic and emotional support will be important to allow pupils to discuss gaps in knowledge, identify strategies to improve confidence and improve progress/attainment.</p> <p>EEF toolkit indicates that individualised instruction has a moderate impact (+4 months) for a low cost.</p> <p>EEF – Teaching and Learning Toolkit</p> <p>EEF – One to one support</p>	1,2,3
<p>Monitoring and Support</p> <p>Improve the monitoring and support of PP pupils through Edulink and SISRA.</p> <p>Regular review of Edulink engagement.</p> <p>Academic interventions in place after each data track.</p>	<p>Research shows that close monitoring of PP pupils and early interventions raises the progress of PP pupils.</p> <p>Intended impact will be monitored through SISRA and Assessment Cycle data analysis. This will be used to form reports on PP progress so timely interventions can be implemented.</p> <p>EEF – Assessing and monitoring pupil progress</p>	1,3
<p>Pastoral Support</p> <p>Ensure the wellbeing of each student through excellent</p>	<p>Often pupils eligible for pupil premium have a lack of aspiration and motivation. In order to combat this, individualised support with a career's advisor proves invaluable.</p>	2,3

<p>pastoral care and counselling or mentors where needed.</p> <p>All PP pupils in Year 11 have had at least one independent careers advice session.</p> <p>Pupils receive 1:1 session with a member of SLT.</p> <p>PP pupils are targeted for Post-16 open evenings and events.</p>	<p>Internal evidence also indicates that attendance of PP pupils/families to events such as Parents' Evenings is often lower than non-PP counterparts.</p> <p>EEF toolkit outlines that support for metacognition and self-regulation has a very high impact (+7 months) for a low cost based on extensive evidence.</p> <p>EEF – Metacognition and self-regulated learning</p>	
<p>Post-16 and careers provision</p> <p>Provide PP pupils with extra individual guidance on their future choices to raise their aspirations.</p> <p>All PP pupils in Year 11 have had at least one independent careers advice session.</p> <p>Pupils receive 1:1 session with a member of SLT.</p> <p>PP pupils are targeted for Post-16 open evenings and events.</p> <p>Personal Development lead has also undertaken a training course to become a qualified careers adviser to add additional capacity for post-16 and careers provision.</p>	<p>Often pupils eligible for pupil premium have a lack of aspiration and motivation. In order to combat this, individualised support with a careers advisor proves invaluable.</p> <p>Sheffield Futures independent advice sessions with target PP pupils and provision personalised information and guidance has also historically proved effective in improving the courses pupils go onto at post-16 (outlined in 5-year trends of P-16 data).</p> <p>EEF – Guide to pupil premium</p>	2,3
<p>Transition</p> <p>To develop curiosity and a thirst for knowledge, pupils are provided with a range of academic and</p>	<p>For many pupils, transition can prove problematic and a stage of uncertainty. By putting this support in, the pupils are given the help to allow for a smooth transition and positive rewards. Student voice from carrying out a thorough transition programme has also suggested that pupils feel safe when they arrive in school.</p>	3,4

<p>social activities to support transition to Newfield School.</p> <p>A bespoke transition programme in place with targeted transition for pupils.</p> <p>A range of activities in place to support parents, in school, in feeder schools and within the community.</p>	<p>The EEF toolkit outlines that summer schools can have a moderate impact (+3 months) for a moderate cost but due to the additional funding during the 2020-21 academic year this was a pertinent intervention to put in place.</p> <p>EEF – Teaching and Learning Toolkit</p>	
<p>Financial Support</p> <p>Financial support for pupils to ensure they can take part in the full spectrum of opportunities at Newfield School. Including transport costs, trips, music and sport.</p> <p>Key intentions will be that:</p> <p>Pupil premium pupils actively engage in our after school and extracurricular offer.</p> <p>The Arts are promoted and valued amongst pupil premium pupils.</p> <p>Pupil premium pupils will have the same opportunities as their peers and be equally represented on trips, in extra-curricular, in music lessons.</p>	<p>Many pupils in the PP category do not have the access to opportunities as they are held back due to a financial constraint. This can be seen in the attendance records for PP pupils to extracurricular activities and after school activities.</p> <p>EEF – Guide to pupil premium</p>	3

<p>Trips and Visits</p> <p>As part of trips and visits planning opportunities to further develop cultural capital should be identified for pupil premium pupils.</p> <p>Actively include PP pupils in trips and visits, particularly the international trips, to improve their access to building their cultural capital.</p> <p>Trips and visits identify who the pupil premium pupils on all trip lists. The aim is to improve pupil premium student numbers in the extra-curricular activities on offer.</p>	<p>Some PP pupils do not always have access to the same opportunities as their peers due to financial constraints and their location. This is evidenced due to looking at the numbers of PP pupils who have attended various trips and activities, as well as extra-curricular events.</p> <p>EEF – Guide to pupil premium</p>	<p>3,4</p>
<p>Attendance Meetings and Attendance Angels</p> <p>Pupil premium pupils below the school expectation of 95% are given high priority in attendance interviews. Pupils work with a targeted member of staff on the barriers to learning and attending. Review meetings take place and progress tracked closely.</p>	<p>Attendance is the biggest barrier to making expected progress. If this can be improved, achievement will follow. Attendance data indicates that the attendance of PP pupils is below their non-PP counterparts.</p> <p>DfE – Attendance Guidelines</p>	<p>4</p>
<p>Pastoral Support</p> <p>Heads of Year and Tutors to closely monitor attendance problems and patterns to ensure early intervention.</p> <p>Enhance the administration time to help provide quick and accurate data to be able to spot any issues quickly.</p>	<p>Attendance is the biggest barrier to making expected progress. If this can be improved, achievement will follow. Attendance data indicates that the attendance of PP pupils is below their non-PP counterparts.</p> <p>Pastoral meeting minutes outline the disparities in attendance and where particular need is prevalent.</p> <p>DfE – Attendance Guidelines EEF – One to one support</p>	<p>2,3,4</p>

<p>Heads of Year meet regularly with Tutors, Assistant Head meets regularly with Heads of Year. SIMs data referred to regularly and forms part of the weekly Pastoral Meeting.</p>		
<p>All Year 7 cohort supplied with basic equipment during 2022-23 academic year.</p> <p>A budget is also in place to support PP pupils with things such as purchase of ingredients for home learning in subjects such as Hospitality and Catering and revision guides.</p>	<p>Financial challenges beyond PP pupils with our catchment. Control measures mean that equipment is needed to ensure all pupils take a full and active role in learning.</p> <p>Evidence also suggests that prioritising reading and vocabulary development is highly effective in academic development of pupils so supplying equipment and a private reading book will support with teaching and learning strategies that are in place. The EEF toolkit outlines that reading comprehension strategies can have a very high impact (+6 months) for a very low cost.</p> <p>EEF – Reading comprehension</p>	<p>1,3</p>
<p>Breakfast club offered for free for each PP pupil to ensure they have a good start to the day and improve school attendance/punctuality. Evaluate the impact and identify ways to engage more PP pupils to attend if required.</p>	<p>The report conducted by the DfE here shows that breakfast clubs can be successful in making sure pupils do not go hungry, their punctuality improves and they are more focused on learning.</p> <p>The report identifies key things that should be considered when implementing breakfast clubs.</p>	<p>1, 3</p>
<p>The Library should become the beating heart of the school and PP pupils should be encouraged to attend the extra-activities in the library, allow them to access thousands of books they wouldn't usually. Build in initiatives to get more books into PP households.</p>	<p>The Literacy Trust Publish these key findings in relation to the importance of libraries for pupils and specifically for PP pupils as a key leveller:</p> <p>Numerous studies, particularly in the US, have found evidence of school libraries having an impact on pupils' academic attainment.</p> <p>While a variety of school library characteristics have been connected with achievement, many studies have explored the impact of library staffing in particular and shown the importance of having a full-time librarian.</p> <p>School libraries have been linked with improved reading skill. It has also been shown that the differences in reading skills cannot be explained by demographic variables. As with attainment in general, library staffing in particular has been linked to pupils' reading skills.</p> <p>Data from 2016 support the previous findings by the National Literacy Trust and show that pupils who use the</p>	<p>1,9</p>

	<p>school library have higher reading scores than those who don't use the library, and they are less likely to have a score below the average.</p> <p>Ensuring that pupils have access to books, can read fluently and comprehend what they are reading will reduce the Matthew effect</p> <p>https://learningspy.co.uk/learning/the-matthew-effect-why-literacy-is-so-important/</p>	
<p>Consideration of the impact the cost-of-living crisis has on our disadvantaged students and consider ways we can support e.g. ending period poverty, supporting with haircuts, offering advice on paying rising energy bills and accessing foodbanks. Establish ways to support our community.</p>	<p>The cost of living crisis will hit our disadvantaged community the hardest and we need to be equipped to ensure we can offer support where it is required. Research and surveys here from NASWUT reveals how it is likely to impact students in our school the most.</p> <p>https://www.naswut.org.uk/article-listing/cost-of-living-crisis-harming-pupils-education.html</p>	
<p>Raising aspirations programme embedded using HEPP, Auto 30% club, Sheffield Hallam University Sociology department, the Aspire programme and the 'Big Challenge' for year 9 students and other opportunities. Pupils for the programme identified.</p>	<p>EEF outlines key considerations regarding 'Raising Aspirations' programmes. The key finding is that any raising aspirations programmes needs to be accompanied by ensuring there is academic support to achieve aspirations as well as clear career guidance and support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	
<p>Continue to build positive relationships with PP families to ensure that school is a supportive environment for all pupils and show that school cares about their children. open forums for discussion.</p>	<p>The EEF has published guidance for effective ways to work with parents here:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	

Total budgeted cost: £ 539,477

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 2022 to 2023 academic year.

When looking at data from 2022/23, there is clearly a difference in the progress 8 scores of disadvantaged students of -0.59 for PP students compared to -0.17 total progress. When comparing this to the last set of results which were externally marked and moderated (not centre assessed or teacher assessed), there is a concern that PP progress 8 outcomes of PP students has become worse in comparison (2019= 0.00 compared to 2022= -0.37). This suggests that PP outcomes are still a concern and a priority for Newfield.

Analysis of our context and the reasons for this gap in attainment persisting mainly sits with the COVID-19 pandemic and the disruption this has caused and continual persistent absenteeism.

The ATL for pupils in the range of 1-1.5 at the start of 23-24 is 8.8%, this has dropped from 14.3% at the start of 22-23. Behaviour incidents have also increased from 3511 in 22-23 to 3817 23-24, this can be attributed to the relaunch of CDM, raised standards and a greater focus by all staff to improve behaviour.

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
OSMIS Alternative Provision – Mentoring and Inclusion Services	OSMIS Alternative Provision - Sheffield
Dame Kelly Holmes Mentoring Programme – On Track to Achieve	Kelly Holmes Mentoring Programme

Further information

Additional Activities

Our whole school pupil premium strategy is also supplemented by other activities that are not funded specifically by pupil premium or the recovery premium. The range of activities and key foci include:

- A robust behaviour and rewards strategy that puts exceptional behaviour at the forefront of what we do. We believe teachers should be able to teach and evidence outlines that pupil premium pupils benefit greatly from teachers' being able to deliver high-quality lessons that are unaffected by low-level disruption.
- The Newfield School Diploma is built into curriculum design and our extra-curricular offer so that pupils have a wide-range of high-quality activities that are aimed to generate aspiration, promote character and boost behaviour, attendance and progress.
- As Aspirations Programme is built into our offer for Year 9 students with The Duke of Edinburgh's Award being part of this offer, alongside a bespoke careers offer and further curriculum-based activities aimed at boosting aspirations and character.
- A consistent approach to feedback across school – made up of Strand 1 feedback and Strand 2 feedback. The EEF Teaching Toolkit outlines that feedback has significant impact and benefits for all pupils, especially those that are from disadvantaged backgrounds.
- Setting an array of equalities objectives whereby one key objective focuses on engagement with all of our families, particularly those from disadvantaged backgrounds, as we believe increased parental support helps promote academic success.

Planning, implementation and evaluation

As a school with a diverse community and a high proportion of pupil premium pupils we have designed a comprehensive strategy aimed at supporting all aspects of pupils' school life. We have made use of assessment data, book scrutiny, staff and student voice and research evidence (particularly from the EEF) to develop our strategy and believe that it is right for our pupils. We are confident that this will have a positive impact on the progress and achievement of all of our pupils, especially those from a disadvantaged background.

The EEF guidance on pupil premium strategy planning and spending has been used to inform our approach, whilst implementation guidance is being, and will continue to be, used throughout the implementation of activities. Each of these will be reviewed in-line with set timescales and a robust evaluation framework is in place to ensure constant reflection on the impact that various activities are having. This will allow us to make any necessary adjustments to the three-year plan as it is implemented with the aim of securing better outcomes for all pupils.