

Pupil premium strategy statement – New Mills School

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	665
Proportion (%) of pupil premium eligible pupils	20.45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	30 November 2023
Date on which it will be reviewed	20 th July 2026
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	£142,830

Recovery premium funding allocation this academic year	£
<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>Total budget for this academic year</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>	£4,114,896

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 is also integral to wider school plans for educational recovery following the COVID-19 pandemic which negatively impacted the attainment of all pupils but particularly those from disadvantaged backgrounds, notably in addressing poor attendance to school and the rise in absenteeism among pupils and in improving pupil wellbeing due to increasing evidence that the pandemic negatively impacted children's 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 at 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>Attendance and persistent absence</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 2022–23 the attendance of PP students was 80.9% compared to 93.2% for non-PP students, whilst attendance for the whole cohort was 90.8%. PP attendance has increased at the start of the academic year 2023-24, with attendance of PP students at 89.4% at the end of Half Term 1 meaning there is still an attendance gap (non-PP attendance is 93.3% attendance and 92.4%). Similarly, our SENK and SENE students do not attend school as regularly as non-SEN students. Attendance of SENK in 2022-23 was 84.3% and the attendance of SEN-E students was 85%, whilst attendance for the whole cohort was 92.9% for the same period.</p>
2	<p>Access to the curriculum is limited by low literacy levels</p> <p>Lower literacy levels (specifically related to weak reading) leads to difficulties accessing the curriculum across all subjects. Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than non-PP students. On entry, 44% of our current year 7 PP cohort have a reading age (NGRT) at least 7 months behind their chronological age. SATs reading data shows a gap between the reading ability of PP and non-PP students (PP average standardised score: 102, non-PP average 106, whole cohort average 105).</p>
3	<p>Poor pupil behaviour for learning and engagement in lessons can negatively impact overall outcomes and progress.</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. In 2022/23 36% of the students that received</p>

	<p>more than one suspension were disadvantaged and in Term 1 (2023/24) disadvantaged student continue to disproportionately receive higher tier sanctions (PP students received 35.7% of R2Ls and 27.3% of S4s / SEN students received 42% of R2Ls and 33% of S4s). Internal data also shows that incidents of PP and SEND internal truancy are above their cohort proportion.</p> <p>Our assessments, observations and discussions with pupils and families suggest the behaviour of proportion of these pupils is indicative of trauma and attachment inadequacies, wider social and emotional issues including anxiety, low self-esteem and lack of confidence, or an unmet SEND need. Difficulties maintaining strong learning habits and a lack of engagement ultimately results in less successful outcomes at GCSE.</p>
4	<p>Lack of exposure and access to cultural experiences could lead to low aspirations.</p> <p>Our disadvantaged pupils are more likely to come from families who have had little experience of higher education and wider opportunities. Consequently, gone on to university-level study can be seen as an unrealistic goal. Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students.</p>
5	<p>Inconsistency of quality first teaching could negatively impact outcomes, including those for PP students.</p> <p>Historical outcomes for Disadvantaged students have been significantly lower than their non-disadvantaged peers at GCSE level. The P8 score for PP students was –0.98 (Summer 2023) compared with a P8 score of +0.13 for non-disadvantaged students and the A8 score for disadvantaged students was 32.7 compared with an A8 score of 46.64 for non-disadvantaged students.</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"> - 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.
Improved reading fluency so that all students can read with sufficient accuracy, automaticity, and prosody, enabling them to access the curriculum in full	<ul style="list-style-type: none"> - Standardised reading scores are in line, or above national averages. - 90% of KS3 PP students read at, or above chronological reading age. - 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) - Teachers recognise this improvement through engagement in lessons and book scrutiny,
To improve pupil behaviour for learning and engagement in lessons to improve overall outcomes and progress.	<p>Sustained high levels of wellbeing by 2023/25 demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys and teacher observations. - Qualitative and quantitative data from SEMH interventions.

	<p>Increased engagement and self-regulation in lessons demonstrated by:</p> <ul style="list-style-type: none"> - Reduce the number of behaviour incidents logged for PP students and bring in line with average for all students. - Reduce the number of suspensions for PP students and bring % suspensions for PP in line with average for all students. - R point scores demonstrate PP students learning behaviours are as strong as non-PP. - Reduced incidents of internal truancy for PP and SEND students.
<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"> - 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. - All PP students will visit an HE establishment whilst in KS3 and in KS4. - Increased PP participation in enrichment opportunities / extra-curricular provision (attendance of PP students to be in line with cohort proportions).
<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"> - 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.

	<ul style="list-style-type: none"> - 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.
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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)

Budgeted cost: £ 27,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils. This includes:	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Retrieval practice - why it works Steplab - The-Evidence-and-Rationale-Behind-Steplab	1,2,3,4,5

<ul style="list-style-type: none"> - Development of a common framework to lesson structure across the school to ensure accessibility and inclusivity. - Enhanced Quality Assurance procedures - Establishment of a core series of WalkThrus to provide a clear model for learning. - Develop a whole-school approach to disciplinary literacy and embed strategies to support the weakest readers within the curriculum. 	<p>walkthrus.co.uk - how-does-it-work</p> <p>Rosenshine.pdf</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)</p>	
<p>Professional development to support the implementation of evidence-based approaches.</p> <p>This will include:</p> <ul style="list-style-type: none"> - Use of Steplab to support teacher improvement and the establish of Instructional Coaching. 	<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>effective-professional-development</p> <p>The-Evidence-and-Rationale-Behind-Steplab</p> <p>walkthrus.co.uk/how-does-it-work</p> <p>The reading framework (publishing.service.gov.uk)</p>	5

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

Budgeted cost: £ 42,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a bespoke and targeted intervention progress across KS4 and KS3 for all students, including those with additional needs.</p> <p>This will include:</p> <ul style="list-style-type: none"> - NTP (English and Maths). - Whole-school tiered approach to reading intervention. - Whole school focus on academic intervention - Revision support for students, including revision guides/materials/packs where appropriate. - SPARX reader and SPARX maths 	<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>EEF -targeted-academic-support</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>2. Targeted academic support EEF (educationendowmentfoundation.org.uk)</p> <p>National Tutoring Programme: guidance for schools</p>	<p>2,5</p>
<p>Coordination of a 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>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,</p>	<p>2,5</p>

<p>This includes:</p> <ul style="list-style-type: none"> - Implementation of SPARX reader and SPARX maths. - Opportunities for staff to develop pedagogy through external CPD. - Implementation of targeted interventions responsive to the needs profile of the SEND students. 	<p>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>EEF Send 5-a-day</p> <p>supporting-send</p>	
<p>Targeted interventions to support reading and literacy development.</p> <p>This includes:</p> <ul style="list-style-type: none"> - NGRT screening of all pupils (Y7-10 in 2023/24 and all year groups in successive years) - Appointment of a Librarian and Literacy Development Manager - Appointment of a Reading and Pupil Premium Champion - Implementation of a tiered model of support, which increases in intensity in line with student needs and disciplinary literacy is embedded across the curriculum to develop vocabulary knowledge. - Use of Lexonic Leap - Use of Sparx Reader 	<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>The reading framework (publishing.service.gov.uk)</p> <p>reading-comprehension-strategies</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: Shining a spotlight on reading fluency EEF (educationendowmentfoundation.org.uk)</p> <p>Lexonik Leap Literacy Programme - Lexonik</p>	2

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

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

Budgeted cost: £ 72,570

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

<ul style="list-style-type: none"> - Financial support for PP students e.g. uniform and travel - Whole school attendance / punctuality policy which takes a robust approach to student attendance / punctuality to ensure high levels of attendance for all students. - Enhanced monitoring, tracking and intervention for disadvantaged students. - Data driven strategies to strategically target key pupils. - Develop collaborative approaches with PP parents to boost attendance. 	<p>https://www.k12dive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/</p>	
<p>Supporting pupils' social, emotional and behavioural needs.</p> <p>This includes:</p> <ul style="list-style-type: none"> - Review of whole-school behaviour policies and procedures - CPD for teaching staff and pastoral staff - Graduated approach to support pupils who are not meeting expectations. - Implementation of whole school rewards strategy. - Targeted SEMH interventions - Ensuring PP provision in the Wellbeing Centre. 	<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>behaviour-interventions</p> <p>EEF Improving behaviour in schools</p> <p>social-and-emotional-learning</p>	<p>3</p>

<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"> - Targeted PP attendance at extracurricular activities - Targeted PP attendance at enrichment opportunities - High quality personalised CEIAG for PP students - Homework club in school - Arts participation e.g. Free Music lessons - A wide range of extracurricular and enrichment activities which extend students' learning and develop their passions and interests beyond the classroom. - Trips and visits aimed at raising aspirations and engaging students with further/higher education. 	<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>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Communicating with, and supporting, parents</p> <p>This includes:</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes.</p>	<p>1,2,3,4</p>

<ul style="list-style-type: none"> - Provide practical strategies to support learning at home related to supporting children with reading and homework. - Review school communications to ensure a positive dialogue about learning. - Review school communications to ensure they build parents' efficacy. - Staff CPD related to parental engagement - Offer more intensive support from the Safeguarding and Attendance Officer / Year Managers for families in crisis. 	<p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact pupil premium activity had on pupils in the 2022 to 2023 academic year.

Review of expenditure and impact						
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.						
<p>1) Difficulty developing and maintaining strong learning habits. Assessments on entry in the last 5 years indicate that between 5 and 13 % of our disadvantaged students arrive below age related expectations, compared to 4-6% of their peers. KS4 results (prior to 2020) indicated that 57-61% of our disadvantaged students did not achieve basics at grade 4+ compared to 28-35% of their peers.</p>						
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? If not, why?	Lessons learned			
Students consistently display strong learning habits resulting in strong outcomes	<ul style="list-style-type: none"> - CPD utilising the Great Teaching Toolkit to improve Quality First responsive teaching - Subject specific CPD resources and activity arising from exams/data analysis. Implemented in the classroom and reviewed at department T&L weekly meetings - NMS Reading canon within tutorials 	<p>The gap between PP and non-PP students has narrowed between the 2022 exam series and 2023, however there remains a gap in progress and attainment between PP and non-PP students.</p> <p><u>Summer 2022</u></p> <table border="1"> <tr> <td></td> <td>P8</td> <td>A8</td> </tr> </table>		P8	A8	Quality first teaching will remain the strongest strategy for ensuring that our disadvantaged students perform at least as well as non-disadvantaged students. SLT drop-ins, book scrutiny and quality of education meetings with middle leaders will ensure an effective and supportive programme to strategize using data.
	P8	A8				

<ul style="list-style-type: none"> - Embedding CPD on metacognition, 5Rs, literacy, self-regulation & emotion coaching via briefings and faculty meetings - Study skills weekly tutorials - Strategic overview and improvement of teaching, intervention, and wider support - Learning resources for students - Literacy interventions - Numeracy interventions - Tailored support for learning behaviours - National Tutoring Programme (NTP) 	<table border="1"> <tr> <td>Non-PP</td> <td>0.23</td> <td>50.41</td> </tr> <tr> <td>PP</td> <td>-1.06</td> <td>33.15</td> </tr> </table>	Non-PP	0.23	50.41	PP	-1.06	33.15	<p>Revision materials / subscriptions supported students in lessons / at homes and allowed teachers to refer to them during consolidation which had impact.</p> <p>A broader programme of intervention (before and after school) will be introduced, and parents will be informed of intervention timetables to improve buy-in. Attendance at intervention sessions will be targeted.</p> <p>A broader programme of study skills needs to be embedded through the PSHE programme and in tutor time.</p>	
	Non-PP	0.23	50.41						
PP	-1.06	33.15							
<p><u>Summer 2023</u></p> <table border="1"> <tr> <td></td> <td>P8</td> <td>A8</td> </tr> <tr> <td>Non-PP</td> <td>0.13</td> <td>46.64</td> </tr> <tr> <td>PP</td> <td>-0.98</td> <td>32.7</td> </tr> </table> <p>Year 11 students received study skills assemblies through assembly which meant that they were well prepared for the exams and has stronger learning habits.</p> <p>Great Teaching Toolkit was not introduced.</p>		P8	A8	Non-PP	0.13	46.64	PP	-0.98	32.7
	P8	A8							
Non-PP	0.13	46.64							
PP	-0.98	32.7							

2) Lower self-regulation skills resulting in behaviours not conducive to learning. Behaviour data over the past 3 years indicated that disadvantaged students are 2-3 times more likely to receive a sanction or a suspension for their behaviour than their non-disadvantaged peers.

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? If not, why?	Lessons learned
<p>Student self-regulation improves, behaviour in lessons conducive to learning</p>	<ul style="list-style-type: none"> - Embedding CPD on metacognition, 5Rs, literacy, self-regulation & emotion coaching via briefings and faculty meetings - Ready 2 Learn and Behaviour Hub - Year manager support - External behaviour support - Internal alternative provision for targeted students - External alternative provision for targeted students. 	<p>Participation in the DfE Behaviour Hub took place 2022/23.</p> <p>A behaviour curriculum was written, introduced and all staff and students were inducted / re-inducted into the Ready to Learn Behaviour Curriculum and Policy at the start of each new term. Behaviour remains an area for development at the school.</p> <p>The number of students receiving more than one suspension remained in line with levels from 2021-22 and whilst the percentage of PP suspensions declined from 57% of the cohort, to 36% of the cohort, levels of PP suspensions remain too high.</p> <p>Internal truancy is an issue for PP students (57% of incidents of internal truancy were by PP students).</p>	<p>Behaviour remains a priority for improvement, and this must be reflected in the SLT structure (an AHT for Behaviour and Attitudes was recruited (Oct 2023). Head of Key Stages were also recruited summer 2023.</p> <p>The behaviour curriculum needs to be consistently implemented across the school and staff need further training on developing positive relationship and implementing the behaviour curriculum.</p> <p>Refinements need to be made to the behaviour curriculum.</p>

		PP and SEND students were removed from lessons more frequently in 2022/23 than non-PP / non-SEND students.	
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3) Lower literacy levels (e.g. vocabulary deficit/weak language & communication skills) leading to difficulty accessing the curriculum.
 Assessments on entry over the last 5 years indicates that between 5 and 17% of our disadvantaged students are below age-related expectations in reading compared to 4-7% of their peers

<p>Desired outcome</p> <p>Improved literacy levels</p>	<p>Chosen action / approach</p> <p>CPD utilising the Great Teaching Toolkit to improve Quality First responsive teaching</p> <p>Subject specific CPD resources and activity arising from exams/data analysis. Implemented in the classroom and reviewed at department T&L weekly meetings</p> <p>NMS Reading canon within tutorials</p> <p>Embedding CPD on metacognition, 5Rs, literacy, self-regulation & emotion coaching via briefings and faculty meetings</p> <p>Accelerated reader within curriculum</p>	<p>Impact: Did you meet the success criteria? If not, why?</p> <p>PP results continue to show a gap in attainment at 4+ and 5+ for English and the gap widened between 2022 and 2023. The need to improve literacy levels remains a target.</p> <p><u>Summer 2022</u></p> <table border="1" data-bbox="1066 997 1563 1278"> <thead> <tr> <th></th> <th>5+ in English</th> <th>4+ in English</th> </tr> </thead> <tbody> <tr> <td>Non-PP</td> <td>80.6%</td> <td>88.1%</td> </tr> <tr> <td>PP</td> <td>45%</td> <td>60%</td> </tr> </tbody> </table>		5+ in English	4+ in English	Non-PP	80.6%	88.1%	PP	45%	60%	<p>Lessons learned</p> <p>A strategic approach to developing reading and fluency is required.</p> <p>Use of screening tools is necessary to ensure a diagnostic approach to reading difficulties and to ensure students are placed in appropriate interventions.</p> <p>We need to foster a culture in which reading is celebrated and loved.</p> <p>Whole school strategies need to be identified and embedded to support the development of reading.</p> <p>A strategic approach is required to develop disciplinary literacy. Disciplinary literacy must be</p>
	5+ in English	4+ in English										
Non-PP	80.6%	88.1%										
PP	45%	60%										

	<p>Small group GCSE English and small group GCSE Maths.</p> <p>Literacy interventions</p>	<p><u>Summer 2023</u></p> <table border="1" data-bbox="1066 248 1563 531"> <tr> <td></td> <td>5+ in English</td> <td>4+ in English</td> </tr> <tr> <td>Non-PP</td> <td>65.2%</td> <td>80.9%</td> </tr> <tr> <td>PP</td> <td>29.4%</td> <td>52.9%</td> </tr> </table>		5+ in English	4+ in English	Non-PP	65.2%	80.9%	PP	29.4%	52.9%	<p>embedded into lessons to ensure students are using subject specific tier 3 vocabulary.</p> <p>A graduated approach to reading intervention is required for 2023/24</p> <p>Departments / faculties need a strategic and co-ordinated approach to the development of reading.</p>
	5+ in English	4+ in English										
Non-PP	65.2%	80.9%										
PP	29.4%	52.9%										
<p>4) Low attendance resulting in gaps in learning. Our attendance data over the last 3 years indicated that attendance amongst disadvantaged students has been between 5 and 8% lower than for non-disadvantaged students. 20-40% of our disadvantaged students have been persistently absent compared to 8-13% of their peers. This clearly impacts on progress.</p>												
<p>Desired outcome</p> <p>Improved attendance levels resulting in fewer and smaller gaps in learning</p>	<p>Chosen action / approach</p> <p>Ready 2 Learn and Behaviour Hub</p> <p>New attendance strategy (Jan2023)</p> <p>Recruitment of an Attendance and Safeguarding Welfare Officer (Sept 2022).</p> <p>Year manager support</p> <p>Attendance processes (Safeguarding and Attendance Officer)</p>	<p>Impact: Did you meet the success criteria? If not, why?</p> <p>There was a gap in attendance between PP and non-PP attendance. Gaps in attendance may have contributed to gaps in progress and attainment for Year 11s in their GCSEs (Summer 2023).</p> <table border="1" data-bbox="1066 1286 1545 1423"> <tr> <td>% Attendance</td> <td>2022-2023 YTD (05/09/22-</td> </tr> </table>	% Attendance	2022-2023 YTD (05/09/22-	<p>Lessons learned</p> <p>A new attendance strategy is now in place with closer monitoring to ensure student attendance is supported and challenged. This includes strategic weekly attendance meetings in which every student is school is discussed, increased celebration of attendance successes, streamlined attendance letter procedures with clear trigger points for regular communication with home.</p>							
% Attendance	2022-2023 YTD (05/09/22-											

	Internal emotional/social wellbeing and mental health support.		14/10/22	Clearer systems required to chase non-attendance to school.
		All	90.8	
		PP	80.9	
		NPP	93.2	
<p>5) Chaotic family background/lack of parental engagement in learning leading to reduced independent learning. Currently 12% of disadvantaged students receive support from a social worker compared to 0.4% of their peers. Our observations and assessment indicate that this background negatively impacts on students' learning</p>				
<p>Desired outcome</p> <p>Impact of external factors minimised, learning outside of class (in broadest sense) improved</p>	<p>Chosen action / approach</p> <p>Year manager support</p> <p>Financial support to access trips & extra-curricular activities.</p> <p>Strategic development of cultural capital for targeted students.</p> <p>Numeracy interventions.</p>	<p>Impact: Did you meet the success criteria? If not, why?</p> <p>Families were supported in applying for the Household support fund.</p> <p>PP families were supported by the Safeguarding and Attendance Lead.</p> <p>PP students have been supported with the cost of trips, equipment (e.g. stationary / equipment for catering lessons), uniform and revision guides.</p>	<p>Lessons learned</p> <p>We will continue to support our most vulnerable students and their families to ensure that there are no barriers to accessing academic pathways.</p>	

		Y9 9 students received financial support to complete the CREST award in science.	
<p>6) Lack of understanding of aspirations and/or how to achieve them. Our interactions with students eligible for the pupil premium show that in general they do want to achieve and go on to suitable roles in society via education if needed. However, fewer know routes to their desired roles and fewer believe that they can succeed. Our CEIAG programme supports students in this area and whilst we have few NEETs, 0-11% of disadvantaged students were registered as NEET in the last 3 years compared to 0-3% of their peers.</p>			
<p>Desired outcome</p> <p>Students articulate their aspirations and possible routes to achieving these</p>	<p>Chosen action / approach</p> <p>CEIAG strand of PSHE</p> <p>Financial support to access trips & extra-curricular activities.</p> <p>Careers support.</p> <p>Strategic development of cultural capital for targeted students.</p>	<p>Impact: Did you meet the success criteria? If not, why?</p> <p>Pupil destinations (2021 leavers) show that we are broadly in line with national averages.</p> <p>2021 Leavers data shows that NEETs were 7% at the school compared to 5% nationally. 52% of pupils were in FE compared to 35% of pupils nationally and 7% of our students were in an apprenticeship compared to 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>Lessons learned</p> <p>A temporarily contracted member of staff was responsible for PSHE in 2022/23 and CEIAG was moved to the responsibility of the AHT T&L. Permanent roles needed to be created to ensure accountable leadership of PSHE / CEIAG (staff appointed as Head of Careers / Head of PSHE in September 2023).</p> <p>There has been a review of the PSHE curriculum and consequently improvements to content and delivery are being made this year.</p> <p>The number of extracurricular opportunities available to our students continues to grow and covers a wide range of skills and interests,</p>

Bench mark	NMS evaluation	% of schools meeting this Benchmark nationally	<p>these will continue in the next academic year.</p> <p>Extracurricular clubs have been successful and the opportunities available continue to grow. Tracking attendance and broadening the offer across the curriculum will continue to be a priority.</p>
1		6%	
2		32%	
3		13%	
4		26%	
5		38%	
6		37%	
7		13%	
8		49%	

PP students were actively invited onto trips.

<p>7) Social/emotional, wellbeing or mental health issues leading to difficulty accessing the curriculum. The proportion of students accessing social/emotional, wellbeing and mental health support at NMS has risen over 21/22 from 15% to 24% of the school. The proportions of disadvantaged students accessing this type of support has grown from 29% to 44% of the cohort.</p>			
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? If not, why?	Lessons learned
<p>Impact of social/emotional, wellbeing and mental health issues on learning minimised</p>	<p>Strategic overview and improvement of teaching, intervention, and wider support</p> <p>Year manager support</p> <p>Internal emotional/social wellbeing and mental health support.</p>	<p>SEMh wellbeing centre established. 64% of students accessing the Wellbeing Centre were PP and 77% of those students saw an improvement in their SDQ score by the end of the intervention.</p> <p>The Wellbeing Centre and the school counsellor have full caseloads of students to support to ensure their mental health is looked after and they feel supported in school. Social and emotional health and wellbeing continues to be a focus moving forward.</p>	<p>SEMh interventions need to be time-limited, and impact assessed to ensure greater accessibility to SEMh support for all PP students.</p> <p>SEMh support is currently outsourced but the high levels of ongoing need for SEMh support requires SEMh support to be formalised as an in-house provision.</p> <p>A graduated approach to SEMh support needs to be implemented with clear entry and exit assessments to measure impact.</p>

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

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

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.