

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	New Mills School
Number of pupils in school	678
Proportion (%) of pupil premium eligible pupils	134/678 = 20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) In light of national changes I think it is worth starting anew in 23/24 and writing a 3 year plan	2021/22 2022/23 2023/24
Date this statement was published	October 22
Date on which it will be reviewed	February 23
Statement authorised by	H Watts
Pupil premium lead	C Jesson
Governor / Trustee lead	T Roberts

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	7/12 * £135,045 + 5/12 * £137,120 = £135,909
Recovery premium funding allocation this academic year	£0 (2021-22 only)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£135,909

# Part A: Pupil premium strategy plan

## Statement of intent

Our core purpose is to empower everyone to be the best they can be, optimise their future success, wellbeing and contribution to community and society. We are dedicated to ensuring this for students of all abilities and backgrounds.

Our knowledge-rich curriculum and highly qualified staff strive to enable all students, regardless of their starting points or background, to make the progress they need to develop both academically and personally. Through continually raising the quality of teaching and learning, we aim to improve the outcomes of all the students at New Mills, demonstrated through our headline figures.

We are committed to enriching the personal development of all students by developing their talents and interests in and out of the classroom through providing a wide range of pastoral and extra-curricular opportunities. Our Student Development Programme, based around the school's five core values of respect, responsibility, resilience, resourcefulness and reflection, equips our students with the life skills needed to carry them beyond their school years as they go out into the world to make their contributions to society.

For disadvantaged students the challenges faced in achieving these aims are greater. We consider the context of the school, the students within it and the specific challenges faced by them. We look to the best evidence available when making decisions about using Pupil Premium funding to overcome these challenges. The challenges are varied and there is no "one size fits all", so we provide bespoke support for individuals

### Principles

- Pupil Premium funding is used to support any student or groups of students the school has legitimately identified as being disadvantaged.
- Quality first responsive teaching has a disproportionately positive affect on disadvantaged students so this is a major focus of support for disadvantaged students
- Appropriate additional provision is made for disadvantaged students via assessing individual needs and implementing strategies
- Additional provision is prioritised to those students most in need (limited funding and resources means that not all disadvantaged students will be in receipt of additional provision at one time)

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Difficulty developing &amp; maintaining strong learning habits.</b></p> <p>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>
2	<p><b>Lower self-regulation skills resulting in behaviours not conducive to learning.</b></p> <p>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.</p>
3	<p><b>Lower literacy levels (e.g. vocabulary deficit/weak language &amp; communication skills) leading to difficulty accessing the curriculum.</b></p> <p>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>
4	<p><b>Low attendance resulting in gaps in learning.</b></p> <p>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>
5	<p><b>Chaotic family background/lack of parental engagement in learning leading to reduced independent learning.</b></p> <p>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>
6	<p><b>Lack of understanding of aspirations and/or how to achieve them.</b></p> <p>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>
7	<p><b>Social/emotional, wellbeing or mental health issues leading to difficulty accessing the curriculum.</b></p> <p>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.</p>

	The proportions of disadvantaged students accessing this type of support has grown from 29% to 44% of the cohort.
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## 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.

Disadvantaged students (D) Non-Disadvantaged students (ND)

Intended outcome	Success criteria
Students consistently display strong learning habits resulting in strong outcomes	<ul style="list-style-type: none"> <li>• P8 of D students matches that of ND students</li> <li>• % positive progress of D students matches that of ND students</li> <li>• Learning behaviour strengths/weaknesses in reports show similar proportions in D and ND students</li> </ul>
Student self-regulation improves, behaviour in lessons conducive to learning	<ul style="list-style-type: none"> <li>• % behaviour incidents from D students and ND students is in line with cohort proportions</li> <li>• QA feedback in lessons show D students learning behaviours as strong as ND</li> <li>• R points scores demonstrate D students learning behaviours as strong as ND</li> </ul>
Improved literacy levels	<ul style="list-style-type: none"> <li>• Reading ages of D students increase at least in line with chronological</li> <li>• STAR test scores of D students increase at least in line with ND students</li> </ul>
Improved attendance levels resulting in fewer and smaller gaps in learning	<ul style="list-style-type: none"> <li>• Attendance for NMS D students is better than national D, aiming towards the percentage for all pupils nationally</li> <li>• Persistent absence of NMS D students is lower than national D, aiming towards the percentage for all pupils nationally</li> </ul>
Impact of external factors minimised, learning outside of class (in broadest sense) improved	<ul style="list-style-type: none"> <li>• % homework from D students and ND students is in line with cohort proportions</li> <li>• A difference of less than 10% between D students and ND students in the percentage of the parents attending parents evenings</li> <li>• A difference of less than 10% between D students and ND students in the percentage of the students attending extra-curricular provision and trips</li> <li>• Case studies showing improvement in individual students who access support</li> </ul>
Students articulate their aspirations and possible routes to achieving these	<ul style="list-style-type: none"> <li>• Student voice of D students at least in line with ND students in questions relating to aspiration and the future</li> <li>• 0% NEET D students</li> </ul>
Impact of social/emotional, wellbeing and mental	<ul style="list-style-type: none"> <li>• Measure of progress/behaviour/attendance as described in above outcomes</li> </ul>

health issues on learning minimised	<ul style="list-style-type: none"><li>• Student voice of D students at least in line with ND students in questions relating to wellbeing and mental health</li><li>• Case studies showing improvement in individual students who access support</li></ul>
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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.

3 tiers	Approaches that you could implement
<b>High-quality teaching</b>	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support the implementation of evidence-based approaches, for example, training provided by <a href="#">a DfE validated systematic synthetic phonics programme</a> , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as <a href="#">National Professional Qualifications (NPQs)</a>
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
<b>Targeted academic support</b>	One to one, small group or peer academic tuition, including through the <a href="#">National Tutoring Programme (NTP)*</a>
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
<b>Wider strategies</b>	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance, including approaches outlined in <a href="#">the working together to improve school attendance</a> guidance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Extended school time, including for summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £ 24260**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD utilising the Great Teaching Toolkit to improve Quality First responsive teaching	Raising the quality of teaching within schools is likely the single most effective method for improving student attainment and equity. GTT is CPD based on the model for Great Teaching – the things teachers know, do and believe that research has shown to make the biggest difference to student learning. Constructed by EBE.	1,3

<p>Subject specific CPD resources and activity arising from exams/data analysis. Implemented in the classroom and reviewed at department T&amp;L weekly meetings</p>	<p>A key feature of great teaching is that teachers '<u>understand the content they are teaching and how it is learnt</u>'. [Evidence Based Education]. Additionally, in terms of impact on pupil outcomes, sustained <u>subject-specific CPD</u> is more effective than the one-off generic pedagogic activities [TDT].</p>	<p>1,3</p>
<p>NMS Reading canon within tutorials</p>	<p>According to the <u>EEF</u>, by being exposed to a wide range of literature, children develop a depth of knowledge that supports them to comprehend and the motivation to read widely themselves. Developing a reading habit is perceived as helping students to get better at reading. The acquisition of the habit of reading is helped when teachers build communities of readers in their classrooms, developing a love of reading and the motivation to do so [Cremlin et al] – building both the will and the skill. Reading fiction is a predictor of long-term academic success [Jerrim &amp; Moss]</p>	<p>1,3</p>
<p>Embedding CPD on metacognition, 5Rs, literacy, self-regulation &amp; emotion coaching via briefings and faculty meetings</p>	<p><u>Metacognition</u> – High impact, low cost based on extensive evidence. +7 months. [EEF toolkit] Explicitly teaching strategies and apply to challenging tasks rooted in curriculum content will aid disadvantaged student who (according to some evidence) are less likely to use them otherwise.  <u>Feedback</u> (part of NMS 5Rs in reflection) – Very high impact, low cost based on extensive evidence. +5 months (secondary/written) +7 months (oral) [EEF toolkit]. There is evidence to suggest that feedback linked to metacognition may have a greater impact on disadvantaged students.  <u>Social &amp; emotional learning</u> – moderate impact, very low cost based on limited evidence. +5 months (secondary). [EEF toolkit] NMS uses a combination of universal and targeted approaches. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills than their more affluent peers. Lower SEL skills are linked with and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1, 2, 3</p>
<p>Study skills weekly tutorials</p>	<p>The weekly academic tutorial at NMS is where <u>metacognitive</u> practices are explicitly taught, so staff can then guide their application across the curriculum building to students doing this independently. These are explicitly linked to the homework students are given. Metacognition has high impact for low cost based on extensive evidence. +7 months. [EEF toolkit].</p>	<p>1</p>
<p>CEIAG strand of PSHE</p>	<p><u>Research</u> shows that disadvantaged students require support in turning their aspirations in to reality [Joseph]</p>	<p>6</p>

	Rowntree Foundation]. Structured lessons will aid this, this is a departure for 22-23 from previous incorporation of CEIAG into tutorial time.	
Accelerated reader within curriculum	<u>Reading comprehension strategies</u> – Very high impact, low cost based on extensive evidence. +7 months (secondary). <sup>[EEF toolkit]</sup> Explicitly teaching strategies to aid comprehension benefits lower attaining pupils in particular. <u>Specific research</u> by Durham University shows AR to be effective.	3
Small group GCSE English and small group GCSE Maths	<u>Small group tuition</u> – Moderate impact, low cost based on moderate evidence. +4 months. <sup>[EEF toolkit]</sup> Frequent sessions, up to 1 hour over a longer period (10 weeks +) show the greatest impact, and studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition..	3
Ready 2 Learn and Behaviour Hub	Teaching the importance of attendance and the behaviours expected of students is particularly important to ensuring a culture conducive to learning. Analysis of the internal behaviour sanctions and suspensions correlates highly with disadvantaged students. <u>Behaviour interventions</u> such as the launch of a ready 2 learn and being part of <u>Behaviour Hubs</u> (based on <u>Tom Bennett's independent review</u> of behaviour in schools) is likely to impact positively on disadvantaged students (+4 months <sup>[EEF]</sup> )	2,4
Strategic overview and improvement of teaching, intervention and wider support	The development of an effective pupil premium strategy requires time, sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle. A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset. <sup>[EEF]</sup>	1-7

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

Budgeted cost: £ 75205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning resources for students	Resources combined with <u>practical strategies for using them</u> can improve outcomes <sup>[EEF]</sup> . Additionally, without basic resources students cannot access the curriculum and are therefore at a disadvantage.	1, 5

Literacy interventions	<u>Reading comprehension strategies</u> – see above, and combining these with <u>phonics</u> for those that need it, peer tutoring and oral language approaches gives intervention based on need. <u>Oral language approaches</u> – Very high impact, low cost based on extensive evidence. +5 months (secondary) <sup>[EEF toolkit]</sup> . <u>Peer tutoring</u> – High impact, very low cost based on extensive evidence. +5 months <sup>[EEF toolkit]</sup> . At NMS literacy interventions include Inference training, Units of Sound, SSEN, Sound discovery, Claread training and registration readers	1, 3
Numeracy interventions	<u>Small group tuition</u> – see above Specifically for Maths, <u>small group intervention at KS3</u> can improve outcomes <sup>[EEF]</sup> . At NMS these include secondary ready groups and targeted skills groups	1
Tailored support for learning behaviours	<u>Mentoring</u> is not generally as effective (low impact, moderate based on moderate evidence. +2 months) in raising attainment outcomes as small group or one to one tuition, but NMS targets pupils from disadvantaged backgrounds and those with needs for this. Academic mentoring at NMS is clearly linked with academic tutorials and homework across the curriculum. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support <sup>[EEF toolkit]</sup>	1
NTP	<u>One to one tuition</u> – High impact, moderate cost based on moderate evidence. +4 months (secondary) <sup>[EEF toolkit]</sup> . Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.	
Internal alternative provision for targeted students (The Bridge)	<u>One to one tuition</u> – see above <u>Small group tuition</u> – see above	2, 4, 7
External alternative provision for targeted students	<u>One to one tuition</u> – see above	2, 4

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

Budgeted cost: £ 50512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year manager support	<u>Pastoral support</u> is recognised within the criteria for pupil premium funding as an essential component to enable student to succeed at school. There is an established link between <u>family stressors and poorer outcomes for</u>	2, 4, 5, 7

	students <sup>[DFE]</sup> . At NMS the pastoral team aim to minimise the impacts of stressors to maximise outcomes. <u>Research</u> in Scotland has shown that schools can play a role in mediating the relationship a child's circumstances and their educational outcomes <sup>[NHS]</sup> . The YM team has been expanded to one YM per year group from 22/23 which should strengthen the support given to families.	
Attendance processes (including Safeguarding and Attendance Officer)	<u>DFE research</u> makes the clear link between attendance and outcomes. NMS disadvantaged students have lower rates of attendance than non-disadvantaged. To increase the impact and widen the scope of NMS attendance processes, an additional member of staff with responsibility for attendance and safeguarding from 22-23 has been appointed, with an explicit focus on disadvantaged students' attendance and their families.	4
Internal emotional/social, wellbeing and mental health support	<u>Social &amp; emotional learning</u> – see above. At NMS this includes tutor support, ELSAs and counsellors. During 22-23 the restructured SEN team as well as the expanded YM team should provide clear routes for SEMH interventions and greater impact	4, 7
Financial support to access trips & extra curricular activities	<u>Arts Participation</u> – has moderate impact for low cost based on moderate evidence. +3 months <sup>[EEF toolkit]</sup> , although NMS employs this for the intrinsic value rather than academic achievement	5, 6
External behaviour support	<u>Behaviour interventions</u> – have moderate impact for low cost based on limited evidence. +3 months (secondary) <sup>[EEF toolkit]</sup> , FSM students more likely to receive FTE, mostly for persistent disruptive behaviour. At NMS, students are targeted for this intervention to avoid FTE/Perm Ex.	2
Careers support	<u>Research</u> shows that disadvantaged students require support in turning their aspirations in to reality <sup>[Joseph Rowntree Foundation]</sup> . Structured 1-2-1 discussions will aid this.	6
Strategic development of cultural capital for targeted students	Cultural capital development is enshrined in law under the Equality Act 2010 ( <u>Section 1</u> ) - strategic decisions must have due regard to reducing the inequalities of outcome which result from socio-economic disadvantage. <u>Research</u> shows that disadvantaged students obtained statistically significant better GCSE results when they engaged in average or better out of school academic enrichment through activities such as educational outings <sup>[Sutton Trust]</sup>	5, 6

**Total budgeted cost: £ 149977**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### 1. Students consistently display strong learning habits resulting in strong outcomes

P8 of D students is markedly lower than that of ND students (2022 D = -1.02, ND = 0.26), as is the proportion of students achieving a positive P8 (2022 D = 30%, ND = 63%). The gaps between these cohorts in progress measures have widened since 2019 (discounting 2020 and 2021 due to differing assessment processes).

Attainment of basics at grade 4+ is lower for D than ND students (2022 D = 35%, ND = 75%), a continuing trend, as is the achievement of basics at grade 5+ (2022 D = 20%, ND = 46%)

At the planning stage, it was acknowledged that the strategies selected to achieve this aim would require longer than one year to come to fruition. For the coming academic year we have evaluated the approaches taken to achieve this aim and modified some, as they have not shown enough impact. Examples include providing dedicated T&L time in departments and giving every student clear weekly time to learn and develop their study skills rather than the previous approach of working on study skills for several weeks and then moving to a different topic. Some approaches, such as using the GTT, are due for implementation in the 2023/24 academic year due to competing school priorities.

#### 2. Student self-regulation improves, behaviour in lessons conducive to learning

Poor behaviours leading to learning loss have developed into a larger barrier during 22/23. "On calls" to lessons have increased five-fold, disadvantaged students accounting for 62% of reset incidences (but only accounting for 24% of the school population). More positively, although the sessions where a student has been suspended has risen to 540 in total across 22/23, the proportion accounted for by D students is low at 7%.

A root and branch review of relationships and behaviours has been undertaken, resulting in a rapid improvement plan (RIP), external training from CPI based on Paul Dix's work, a place on the national behaviour hubs programme and a new ready to learn policy in place, clearly aimed at changing the culture within the school. Global change should have a disproportionately positive impact on disadvantaged students, but specific strategies such as Year manager support and behaviour support from the Local Authority will still be used to supplement this for disadvantaged students who need this additional support.

### **3. Improved literacy levels**

Accelerated Reader has been part of study by the EEF who have shown it can have a positive impact for PP students. At NMS, all Y7 students participate in AR programme in a weekly library lesson. The implementation of accelerated reader within the curriculum has been improved over the last year with a focus on consistency of delivery. PP students performed comparably well to their whole peer group with 35% making double (or more) progress than their chronological age, compared to 30% of all students. Where the AR programme works for PP students, it works extremely well, particularly for PP girls who can make huge strides (e.g. 24 months+) in their reading age (RA).

### **4. Improved attendance levels resulting in fewer and smaller gaps in learning**

Attendance to school has developed into a larger barrier during 22/23, as is has nationally. Attendance for disadvantaged students was 82.2%, compared to non-disadvantaged at 91.6% (national average = 89.0%). The Local Authority offered the school three days to look at behaviour support including systems and procedures for attendance across the school. The resulting action plan is being implemented this academic year (22/23). Part of this plan is the appointment of an attendance and safeguarding officer to increase the capacity of the pastoral team to complete home visits.

School led tutoring was extensively used to close gaps in learning over 21/22. For students in receipt of PP this wasn't as affective as for other groups of students, however all students selected for tutoring were disadvantaged in some way through the pandemic. Overall tutoring increased student's grades by an average of 1/3 of a grade per student. Students in Y10 during 21/22 who were in receipt of PPG benefitted substantially from English tutoring, increasing by 1.2 grades on average. Students in Y7 in receipt of PPG increased their grades in English and maths by nearly half a grade on average. Work will continue in 22/23 on how to maximise the effectiveness for students.

### **5. Impact of external factors minimised, learning outside of class (in broadest sense) improved**

Students in receipt of PPG account for 34% of C2 homework sanctions over 21/22. This is an improvement as they accounted for 38% in the previous year. Support for minimising the impact of disrupted home lives remains a focus for 22/23. The development of KO's and the embedding of retrieval and revision into lessons are two new strategies NMS will be implementing to achieve this.

The extra-curricular provision over 21/22 was sparse due to school day alterations and competing priorities. For 22/23 the school has returned to one lunch where clubs etc can run. These are planned to be registered so the PP uptake can be monitored.

### **6. Students articulate their aspirations and possible routes to achieving these**

Destinations data for NMS is strong with a low proportion of students who are NEET. During 21/22 all disadvantaged students received personalised CEIAG which

included 1:1 support from a specialist careers adviser to guide them on their post-16 steps. Tutorials in CEIAG were used as a delivery mechanism this year, but pupil and staff voice made it clear that longer more detailed sessions were needed. In addition it has been recognised that the school needs specific leadership of CEIAG as the remit of the current leader responsible is too wide to focus on CEIAG with the required intensity. Therefore, over 22/23 CEIAG will be delivered in specific lessons as part of PSHE rather than within tutorials and the school is scoping leadership possibilities.

**7. Impact of social/emotional, wellbeing and mental health issues on learning minimised**

The proportion of students accessing social/emotional, wellbeing and mental health support at NMS has risen over 21/11 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. Dual factors contribute to this. We have a rising need amongst the school population (disproportionally more within the disadvantaged cohort) for support of this nature. Over 21/22 we have also ensured that there are more services available to our students (both internally through a SEND restructure and externally). The increased offer has been combined with clearer routes for students to access support and improved monitoring of which students are accessing which services. In 22/23 we aim to maintain the offer to students and, over time, see students who have accessed these services no longer need them and therefore the proportions of students accessing social/emotional, wellbeing and mental health support to fall.

Case studies of students who have accessed support show a mixed picture. Several students who now had support are now maximising their learning time, whilst others are more sporadic.

## 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
Accelerated Reader/STAR reader	Renaissance

