

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	The Newbridge School
Number of pupils in school	794
Proportion (%) of pupil premium eligible pupils	25.44% - 202 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	M Gamble and M Rowbottom Co-Heads of School
Pupil premium lead	Mr C Acton Assistant Headteacher with responsibility for Disadvantaged students
Governor / Trustee lead	Mr Andrew Presland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,775
Recovery premium funding allocation this academic year	£48,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£34,031
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 + NTP funding	£265,188

Part A: Pupil premium strategy plan

Statement of intent

Our expectations at The Newbridge School are that all students, regardless of their background or the challenges they face, can be the best that they can be and develop as successful learners, confident individuals and responsible citizens.

Our aim is to ensure that the pupil premium funding is used to improve educational outcomes for our disadvantaged students so that their achievements are comparable with that of non-disadvantaged students nationally.

Quality first teaching is at the heart of our approach, we believe that high quality teaching is an entitlement of all students. Not only has this been proven to have the greatest impact on closing the disadvantaged attainment gap, but it will also benefit the non-disadvantaged students in our school.

At The Newbridge School, our curriculum also places an emphasis on student's personal development, extending beyond the academic, technical or vocational, and develops their character, interests and talents. The pupil premium funding will allow for equity in experience, making sure that students can access a wide range of enrichment offers.

As well as individual needs of students, our approach will respond to common challenges that we believe are preventing our disadvantaged students from attaining well.

- Literacy and numeracy
- Engagement and experiences
- Expectations and aspirations
- Attendance

The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Identify needs early and act appropriately
- Provide support to ensure students and parents engage with the school and are supported in taking up a range of experiences
- Have the same high expectations for all students
- Continue to raise aspirations and promote a wide range of options for future learning and careers
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve
- Promote the value of high attendance

Challenges

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

Challenge number	Detail of challenge
1	<p>Historically entry data alongside our own assessments and observations indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects and effects levels of vocabulary and access to tier 2 vocabulary.</p> <p>On entry to year 7 in the last 5 years, disadvantaged students arrive below age-related expectations compared to their peers. Until the disruption of KS2 SATS (as a result of the pandemic), the gap at KS2 was appearing to increase.</p> <p>We have also conducted NGRT reading tests in which show that around 40% of our Y7s arrive with a a reading age below their chronological age.</p> <p>This gap remains steady during students' time at our school.</p>
2	<p>The maths attainment of disadvantaged students is generally lower than that of their peers.</p> <p>KS2 data upon entry to Year 7 in the last 5 years indicates that disadvantaged students arrive below age-related expectations compared to their peers.</p> <p>This gap remains steady during students' time at our school.</p>
3	<p>Our observations suggest a greater number of disadvantaged students lack metacognitive / self-regulation strategies when faced with self-study/revision. Wider observations show that students have historically been unable to articulate how they learn and the benefits of developing metacognitive strategies. The introduction of metacognitive strategies across the school has already begun to show impact and so we will continue to prioritise this.</p>
4	<p>Our observations suggest that disadvantaged students are less likely to have access to opportunities to play musical instruments or see live theatre/art and are more likely to need financial support for transport, uniform and revision/study aids. Participation ratios have historically been poor and dropped throughout the COVID/Lockdown isolation periods and the school is clear these must increase.</p>
5	<p>Through discussions with students and initial destination sweeps, a large number of disadvantaged students would benefit from education around entry to Post-16 education/options and wider exposure to the world of work/business networking opportunities.</p>
6	<p>Disadvantaged students are more likely to have consequence points than their non-disadvantaged peers. This is more likely to lead to a disruption in their learning and have a long-term effect on their progress and outcomes</p> <p>Data indicates that disadvantaged students are more likely to exhibit poor behaviours in, and out of, the classroom than their non-disadvantaged peers. This is more likely to lead to a disruption in their learning and have a long-term effect on their progress and outcomes.</p>
7	<p>Attendance of disadvantaged students is below that of non-disadvantaged students – this negatively impacts progress and attainment.</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
Attainment among disadvantaged students across the curriculum at the end of KS4 is in line with that of their non-disadvantaged peers.	By the end of our current plan (2024/2025) KS4 outcomes demonstrate that disadvantaged students have an average Progress 8 score of 0.
Improved reading comprehension among disadvantaged students across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
Increased participation in a wide range of events and opportunities.	<p>Increased attendance for disadvantaged students at parents' evenings and parent support events.</p> <p>Increased attendance for disadvantaged students at revision sessions.</p> <p>Increased participation for disadvantaged students in extracurricular activities (sporting fixtures, art events etc.)</p> <p>Pupil premium allowance and funding designated for students to be able to access uniform, trips and revision/study aids - review of spending to analyse where further support can occur.</p>
Raised aspirations for future education and success.	<p>Participation and engagement in careers sessions to be evident (work experience, careers guidance).</p> <p>Year 11 Leavers – 0 NEETs</p> <p>By the end of our current plan (2024/2025) destination data demonstrate that disadvantaged students are just as likely to go on to study A Levels and at university than their non-disadvantaged peers.</p>

<p>Improvement in behaviour for disadvantaged students.</p>	<p>A reduction in disadvantaged students receiving consequence points and sanctions. Figures are reduced for both disadvantaged and non-disadvantaged and are in line with each other. Reduction in proportion of disadvantaged students receiving a fixed term exclusion, closing the gap to the percentage of non-disadvantaged students receiving a fixed term exclusion.</p>
<p>Improved attendance for disadvantaged students.</p>	<p>Attendance percentage to be in line with non-disadvantaged peers and aim for the school target of 95%</p> <p>Persistent absence in disadvantaged students is reduced and in line with their non-disadvantaged peers.</p>

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>Continue to ensure quality-first teaching. This will include:</p> <ul style="list-style-type: none"> • Metacognition learning strategies • High levels of challenge in the curriculum • Diagnostic assessment and informative feedback • Use of low stakes retrieval, mid stakes formative assessment and high stakes summative assessment 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p>	<p>1, 2, 3</p>
<p>Increasing the profile of disadvantaged students, including double disadvantage, through:</p> <ul style="list-style-type: none"> • Appointment of an SLT lead • Regular staff CPD • Agenda items on SLT, middle leadership and SLT link meetings. • Teaching and learning and care and guidance briefings • Continued use of SISRA allows for staff at all levels to analyse, monitor and intervene quickly for PP students 	<p>Evidence from the EEF indicates that one of the biggest impacts on disadvantaged attainment and progress comes from the quality of teaching they receive within the classroom.</p> <p>Teachers will need to be aware of disadvantaged and double disadvantaged students in order to understand how best to support them.</p>	<p>1, 2, 3, 6</p>

<p>Further embed oracy approaches within teaching pedagogy across all subjects in the school. This will be facilitated through increased focus from the AHT for Teaching and Learning.</p> <p><i>(Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression).</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 3, 5, 6</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Students in Year 7-9 receive NGRT reading age tests.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each students to help ensure they receive the correct additional support through interventions or teacher instruction</p>	<p>1,2,3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training). Further purchase of best practise resources for maths teaching.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Further embed the whole school approach to reading.</p> <p>This will include embedding reading approaches within teaching pedagogy across all subjects in the school, tutor time reading, CPD for staff, release time working with external expertise.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</p> <p>http://literacy.fischertrust.org/overview/rr/</p>	<p>1</p>

At Key Stage 3, a structured homework schedule that utilises knowledge organisers is used for those students in Year 7, 8 and 9.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3
Expectations of all learners are consistent and to the highest degree; ensure that LET schemes of work, along with SHAPE, SLANT, & STEPS, are consistently challenging throughout all subject areas and year groups.	Evidence strongly suggests (e.g. 'Making kids Cleverer' – D Didau) that high expectations, consistency and a knowledge rich curriculum leads to improved outcomes for all learners, and in particular those from a disadvantaged background. Both whole-school and in terms of disadvantaged demographic. Research (the Education Hub) shows that teachers' beliefs about their students and what they can achieve have a substantial impact on students' learning and progress.	1-7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted teaching programme as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1-7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support with access to educational trips, including contributing 50% of costs to students undertaking the Duke of Edinburgh programme.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
Provide support with purchasing uniform and other essentials in accordance with the wider Lionheart individual pupil premium budget scheme.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	4
Ensure parent engagement activities reach parents of disadvantaged students and support is in place to help them access these alongside the introduction of parent forums and informal mornings.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1-7
Ensure all disadvantaged students are provided with relevant revision materials and resources to make progress.	https://www.suttontrust.com/our-research/pupil-premium-2021/	1-7
<p>Effectively implement whole school behaviour management systems to enable students to access high quality teaching.</p> <p>Introduction of the role of Pastoral Mentor with a contribution from the PP budget to ensure PP students receive timely, consistent pastoral support.</p> <p>PP budget contribution to the salary of the attendance officer to ensure PP students receive targeted, timely intervention where their attendance drops.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour#nav-downloads</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</p>	1-7

<p>Alternative provision used where appropriate need is required.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/585550/Alternative_provision_effective_practice_and_post-16_transition.pdf</p>	<p>6</p>
<p>Provide a 25% contribution to the Co-Curricular budget to increase student breadth of experience.</p> <p>The use of the pupil premium funding will help to alleviate/remove any financial barriers.</p> <p>Co-curricular clubs/activities are sourced from external agencies/charities.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4</p>
<p>Help in providing a positive start to the school day through a breakfast club and free breakfast and promote this further due to its initial success.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p>	<p>1-7</p>
<p>All disadvantaged students to receive an additional session with the independent career advisor – and that they are seen first.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions?utm_source=/education-evidence/teaching-learning-toolkit/aspiration-interventions&utm_medium=search&utm_campaign=site_search&search_term=aspirations</p>	<p>5</p>
<p>Ensure all disadvantaged students in Y10/11 receive a mock interview from external business sources.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions?utm_source=/education-evidence/teaching-learning-toolkit/aspiration-interventions&utm_medium=search&utm_campaign=site_search&search_term=aspirations</p>	<p>5</p>
<p>Introduction of a non-teaching Pupil Premium mentor to focus on supporting interventions and student attendance to them, student voice and parental engagement for pupil premium students.</p>	<p>'Small group and one to one structured interventions are a powerful to address gaps in learning'</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p>	<p>1-7</p>

Contingency fund for acute issues	Based on our experiences and those of other schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	1-7
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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.

In 2021-22 we managed to introduce and begin to embed many of the strategies listed within this statement. There was still a knock-on effect due to the pandemic on attendance of students and staff which continued to have an impact on some of our implementation.

According to the comparison data found within our collaborative data management software, SISRA, the performance measures for disadvantaged students at Newbridge were as follows for this year:

- The subject progress index shows progress of -0.76 compared to -0.40 for non-PP students – a gap of -0.36 vs last year's gap of -0.49.
- SPI in English is 0.11 compared to -0.36 for non-PP students
- SPI in Maths is -0.49 compared to -0.45 for non-PP students
- The proportion of disadvantaged students achieving a 4+ in BASICS is 34.90% vs last year's 12.42%
- The proportion of disadvantaged students achieving a 5+ in BASICS is 7% vs last year's 5.59%

We are very pleased to say our disadvantaged gap is narrowing with there now being a -0.36 gap between disadvantaged and non-disadvantaged learners overall. In Maths, the gap has reduced by -0.38 and there is now only a -0.04 gap between DS and non-DS students. Achievement in basics has increased, particularly at 4+, and more work is to be done on ensuring pupils achieve a 5+ - the school also has a linked priority to improve attainment for HPA students.

Strategies:

- As part of the study programme in tutor time, sessions have been held for KS4 students on strands of the learning scientists research e.g. retrieval, spaced practice, dual coding.
- There has been a focus on implementing teaching principles in the classroom. This started with inset training and has progressed throughout the year including CPD, morning briefings, recommended reading and more.
- Almost all faculties and curriculums are now aligned to the Lionheart Trust curriculum allowing for moderation and standardisation – staff take samples of assessments, work and more to compare with other schools in the trust, with a particular focus on disadvantaged students.
- Our largest focus has been on routines and expectations – if the student's behaviour and attitudes aren't where we want them to be, then we can't begin to address the quality of education.
- We have introduced PROUD and implemented a new marking and feedback policy – broadly speaking there is not difference to be seen now between PP and non-PP books.
- Implementation of Knowledge Organisers and low stakes quizzing - students receive a hard copy of the KO for each subject every half term and these are also used for homework.
- We have started to implement a no opt-out approach to oracy and speaking alongside developing the way students speak/answer questions in a bid for improving written responses.
- Work on reciprocal reading is beginning to become embedded within subjects.
- Faculties identify different resources for students as required – some have used individual PP budgets for revision guides, support materials or access to websites such as ReviseCS.

- Where needed, the school provided support with access to educational trips to widen participation from disadvantaged students.
- On occasions where students needed support with costs of uniform or equipment the PP budget was utilised to support this, alongside contributions to the school's
- Increased communication with parents through the school website, letters and social media – engagement with social media has increased.
- Revision materials were provided to disadvantaged students as part of workshops for parents to support their children through the exam season at our GCSE Success evening.
- The school has implemented a number of behaviour management systems in order to support learning. These have been rooted in research and leaders have made sure that these are fully researched. Leaders and other staff have had the chance to visit other schools where these strategies are already embedded and having a positive effect. The strategies include: SLANT; Line Ups; Open Door; Silent Working; First 5 Mins; End and SEND; PROUD and SHAPE. Introduction of the Pastoral Mentors has been a success in the school and provides students with a much more agile response to any issues which may arise and allows for better external networking with support agencies. This will continue to receive PP funding.
- Some PP students accessed alternative provisions and the PP budget was utilised to ensure this could continue.
- Students can attend the breakfast club and receive a free breakfast. Numbers have increased drastically on previous years with over 10000 pieces being provided in the year.
- All Year 11 PP students received an additional session with the independent career advisor. The advisor has moved on to Year 10 and has started with PP students.
- All students in Year 11 received a mock interview from Leicestershire Cares
- The school started work with the Brilliant Club Scholars programme for Y7/8 disadvantaged students.
- Direct Instruction introduced and extremely positive results have been seen through the initial first year for students in need to targeted English/maths support in Y7/8.
- Parent forums have been introduced and have received positive praise from attendees – there is more work to do on ensuring that families from a disadvantaged background attend these as those who have attended consistently remark on their usefulness.
- PP Champion was appointed in February and has begun to work with individual students, groups and supporting with attendance initiatives such as 5-day attendance challenge.
- Academic mentor was appointed through NTP funding and worked with disadvantaged students in English/Maths.
- The school engaged with MyTutor through NTP funding, although on reflection and evaluation will not continue due to the poor provision received.
- Increased focus on the importance of data and regular monitoring and intervention – middle leadership staff expected to attend data review meetings with a focus on disadvantaged learners.
- Duke of Edinburgh award was fully funded for one PP student and access to DofE through 50% contribution from PP spend introduced.
- Introduction of SchoolCloud parents evening system allowed pastoral staff to target disadvantaged families for invites to parents evenings and ensure attendance – PP numbers at parents evenings the highest of any period at the school.
- The contingency fund has allowed for a variety of students to access provisions and support that they otherwise would not have been able to including music lessons; counselling and educational experiences.

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
Scholars Programme	The Brilliant Club
In-School Tutoring	MyTutor

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.
- Utilising support from our Trust Mental Health Team and in school Care and Guidance Team, including training a senior leader in school as a Mental Health Lead.
- Engaging with internal and external reviews with a clear focus on closing the disadvantaged gap. This includes continuing to engage with trust Pupil Premium Review, and staff in school visiting schools across the country for their reviews and getting to see good practice in areas linked to supporting disadvantaged students.
- Offering a wide range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged students.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.