# Pupil premium strategy statement –Newfield School 2021/2022

## School overview

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| **Metric** | **Data** |
|  School name | Newfield School  |
| Pupils in school | 88 |
| Proportion of disadvantaged pupils | 69% (61 pupils) |
| Academic year or years covered by statement | 2021-2022 |
| Publish date | September 2021 |
| Review date | July 2022 |
| Statement authorised by | Chris Whelan  |
| Pupil premium lead | Suzanne Furlong  |
| Governor lead | Roger Hill |

## Disadvantaged pupil barriers to success

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| **1.** | Poor attendance to school.  |
| **2.** | Pupils poor mental health which has or is significantly impacting on the ability to learn and make good progress.  |
| **3.** | Lack of continuity within their education setting until they arrive at Newfield.  |

## Strategy aims for disadvantaged pupils - academic achievement

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| **Aim** | **Evidence of impact** | **Target date**  |
| All pupils to make at least expected progress in English and Maths across all Key Stages  | Data shows that they pupils made the progress in line with their expected targets.  | July 2022 |
| All pupils to make good or better progress in reading.  | Reading assessments carried out twice a year.Phonics training for staff to enable them to support interventions. Targeted interventions across all subjects to encourage and promote a love of reading.  | July 2022 |
| All Key Stage 4 pupils to leave with a minimum of 5 external outcomes.  | 80% of Year 11 pupils will leave with an external qualification in English and Maths.  | July 2022 |
| To deliver a high quality remote learning experience. | All pupils who are refuse to attend the school site, have access and support with their education remotely.  | July 2022 |

## Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

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| **Aim**  | **Evidence of Impact**  | **Target Date** |
| To improve the attendance and behaviour of all PP pupils. | First day response calls. Home visits by on site EWO.Support parentsPersonalised curriculum planning to encourage attendance. IMPACTAttendance of whole school to increase to 87%.  | July 2022 |
| To improve the pupils mental, emotional and physical health | Pupils to access external services such as Kooth, Education psychologist, art therapist, play therapist. Staff trained in Mental, Health first aid, ELSA, Emotional LiteracyStaff and pupils are aware and have strategies for supporting mental health concernsIntervention, support and appropriate curriculum is in place to continue work in the area of mental health IMPACT: Staff will feel confident in identifying a Mental Health and know how to respond accordingly. Therefore, there will be a significant reduction in recorded escalated Mental Health episodes in school recorded on CPOMS. Other evidence* CPD Training records
* Planned interventions for specific pupils
* Mental health reports from EW
* OH Referrals
* Work and support from MHST
 | July 2022 |
| To devise a personalised curriculum to support pupils with SEMH to make progress.  | Devise a personalised learning curriculum which will encourage and motivate all pupils to engage within education, removing as many barriers to learning as possible. IMPACT: There will be a clear **remote education** structure in place to support ALL pupils needs whose SEMH needs have been impacted upon due to COVID 19. | December 2021 |
| To teach pupils how to become peer mentors, so they can provide and accessible point of contact for their peers who are experiencing difficulties in school.  | Pupils identified as mentors. This intervention is aimed at pupils to provide an accessible point of contact for their peers experiencing difficulties in school.Training to begin in Spring term.Impact measured from Summer term. Pupils to feel safe in school and have a designated space to talk to their peers when needed.  | Summer 2022 |

## Teaching priorities for current academic year

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| **Aim** | **Evidence of impact** | **Target date**  |
| To provide full phonics training to all staff. | All staff are able to identify gaps in learning and provided specific interventions to improve reading and writing.  | July 2022 |
| To provided further staff support on supporting pupils with significant mental health concerns.  | Staff are trained to support pupils by adapting their teaching to help pupils learn in all areas of academic, social and emotional.  | July 2022 |
| To provide CPD to help support staff with teaching the new PSHE /RSE curriculum | Staff will feel confident in the delivery of the new PSHE curriculum having a greater impact on the pupils.  | July 2022 |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1: All pupils to make at least expected progress in English and Maths across all Key Stages | Baselining of all pupils since return from COVID. Intervention teacher assigned to offer targeted support for Year 6 SATS and Year 7 catch up. Learning mentors to support English and Maths lessons. Increase curriculum time to 4 x 50 minutes in the morning.Offer English and Math catch up classes after school.  |
| Priority 2: All pupils to make good or better progress in reading. | New reading scheme purchased to assess all pupils twice yearlyPhonics/ reading interventions planned and monitored. Overhaul of reading books and to purchase new and diverse texts to engage Key stage 3 and 4 in reading. Other resources explored help to facilitate enjoyment and learning.Learning mentors baseline and assess all pupils twice yearly Interventions are in place and monitoredCoordinator for delivery of phonics programme Reading monitored by CR/DD as part of coordination responsibilityTA’s undertake phonics training Utilise NTP catch up funding for phonics |
| Priority 3: All Key Stage 4 pupils to leave with a minimum of 5 external outcomes. | DHT to highlight underperforming pupils and/or groups of pupils in termly data analysis Subject Coordinators to address identified issues within their subject progress reports and annual subject reviews. Any remedial action put in place – SLTAlt Provision co-ordinator to review and monitor pupils gaining of external accreditationAnnual Reviews of EHCPInterventions to be timely, effective, tracked and evaluated |
| Priority 4: To deliver a high quality remote learning experience | Remote learning policy/ flow chart agreed by HT and governors. Offsite tutor employed to target PP pupils who are refusing to or who are not able to engage in their onsite education. Learning mentor to track progress of pupils in any alternative provider.Targeted support given by learning mentors to re-engage pupils back into full time learning.  |
| Barriers to learning these priorities address | Time, ResourcesParental engagementPoor mental health of pupils.  |

| **Wider Strategies for the current academic year** |
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| **Measure** | **Activity** |
| To improve the attendance and behaviour of all PP pupils. | Continue to employ an attendance and welfare officer to support pupils attending school. Attendance reward trips. Letters to parents and carers termly. Use of the InTouch system to link in with parents.  |
| To improve the pupils mental, emotional and physical health | Mental health training as part of whole school CPD HT to meet with EW – UPS whole school significant contribution to develop mental health awareness and measuring impact HT and EW to meet with MHST practitionerSignposting and developing relationships with outside agencies.To plan an outward bound day to help enable breakaway from the COVID 19 restrictions. |
| To devise a personalised curriculum to support pupils with SEMH to make progress.  | Vulnerable pupils who are not engaging are identified as a concern. External agencies are referred to for support Meeting with pupil/parents/ external agency. Personalised plan agreed and then monitored/ reviewed half termly according to the needs of the pupils.  |
| To teach pupils how to become peer mentors, so they can provide and accessible point of contact for their peers who are experiencing difficulties in school.  | Pupils will be training by Well Young Persons project. Consists of two full days training for the peer mentors, interviews, review session and optional assembly to celebrate and promote peer mentors. |
| Barriers to learning these priorities address | Time, resources, engagement, Mental health concerns in parents and pupils.  |

| Teaching priorities for the current academic year |
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| **Measure** | **Activity** |
| To provide full phonics training to all staff. | * All support staff to complete Phonics course
* Teacher identified to oversee phonics programme
* Termly updates shared with all staff
* Phonics intervention daily for identified pupils

Phonics refresher training for identified staff |
| To provide further staff support on supporting pupils with significant mental health concerns. | To build on existing therapeutic intervention and increase schools offer for identified pupils to support their progressReview of timetables to deliver therapeutic input from existing staff with experience Develop a timetable of interventions for pupil (s)to be supported as part of CAHMS student placement who will work directly with school Liaise with the MHST to deliver and identify support To meet half-termly with Mental Health lead to interventions and therapy offers ***Evidence*** *Proposal to LA for SALT/OT on site**Art therapy impact of intervention* *Mable therapy impact of interventions* *Creative Balance impact of interventions*  |
| To provide CPD to help support staff with teaching the new PSHE /RSE curriculum | Pupils will develop the knowledge, skills and attributes they need to stay safe and develop healthy relationships to manage their lives, now and in the future. ***Evidence*** *PSHE / RSHE Curriculum**Subject coordinator reports**External visitor’s feedback* * UPS3 teacher given responsibility for overseeing introduction and embedding the RSHE
* Planned resources to support teaching
* Learning mentors trained to deliver and support RSHE
* All staff complete online training through THE BROOK
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