



## PUPIL PREMIUM 3 YEAR STRATEGY STATEMENT

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) funding to help improve the attainment of our disadvantaged students.

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	Newent Community School and Sixth Form Centre
Number of Students in school	2022/2023: 1102 2021/2022: 1051
Proportion (%) of Pupil premium eligible students	2022/2023: 231 Students with the PP indicator Funded for 174 students  2021/2022: 225 Students with the PP indicator Funded for 175 students
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plan</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2023 – Year 2 December 2022 – Year 1
Date on which it will be reviewed	July 2023
Statement authorised by	Dawn Burke Principal
Pupil premium lead	Kirsty Gordelier Assistant Principal
Governor / Trustee lead	Gareth Wood



## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	2022/2023: £171,390 2021/2022: £167,125 (this is for the period July to June)
Recovery premium funding allocation this academic year	2022/2023: £50,460 2021/2022: £ 26,245
Pupil premium funding carried forward from previous years	2022/2023 (Pupil Premium): £ 0.00 2022/2023 (Recovery Premium): £34,981 2021/2022 (Pupil Premium): £ 0.00 2021/2022 (Recovery Premium): £57,291
Total budget for this academic year	2022/2023: £256,831 2021/2022: £ 250,661

### PART A: PUPIL PREMIUM STRATEGY PLAN

#### Statement of intent

Newent Community School and Sixth Form Centre's intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across a broad and balanced curriculum, particularly in EBacc subjects.

The focus of our Pupil Premium strategy is to support disadvantaged students to achieve that goal. We will consider the challenges faced by vulnerable students, such as those who have high levels of ACEs, a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on targeted areas in which disadvantaged students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and the appointment of Academic Mentors for students whose education has been worst affected, including non-disadvantaged students.

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 students excel. To ensure they are effective we will:



- Promote high expectations of disadvantaged students’ work, attendance and behaviour;
- Provide early intervention as the point need is identified;
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students’ outcomes and raise expectations of what they can achieve; and,
- Promote excellent working relationships and high levels of home-school communication for our disadvantaged students.

### Challenges

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

Challenge number	Detail of challenge														
1 <b>Vice Principal (Curriculum)</b>	<p>Our progress 8 data indicates that our disadvantaged students are not in line with their non-disadvantaged peers or with the national average for disadvantaged students.</p> <p>For disadvantaged students (in 2019 the last date of external examinations), overall Attainment 8 (32.4) The mathematics element of Attainment 8 (5.3) and the EBacc element of Attainment 8 (8.4) was below national average.</p> <p>In 2020 and 2021, attainment 8 scores for disadvantaged students were 40.34 and 36.62 respectively. This is still below their peers.</p>														
2 <b>Vice Principal (Curriculum)</b>	<p>Our progress data over the past 3 years indicates that fewer of our disadvantaged students enter for and achieve the EBacc qualification than their peers.</p> <p>For disadvantaged students (in 2019 the last date of external examinations), the EBacc element of Progress 8 (-1.0) was significantly below the national average in 2019 as well as in 2018 and 2017. EBacc entry for 2019, 2020 and 2021 below:</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">Ebacc Entry %</th> </tr> <tr> <th>Non-disadvantaged students</th> <th>Disadvantaged students</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>34.92</td> <td>14.81</td> </tr> <tr> <td>2020</td> <td>30.09</td> <td>12.50</td> </tr> <tr> <td>2021</td> <td>16.67</td> <td>9.09</td> </tr> </tbody> </table>	Year	Ebacc Entry %		Non-disadvantaged students	Disadvantaged students	2019	34.92	14.81	2020	30.09	12.50	2021	16.67	9.09
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	Non-disadvantaged students	Disadvantaged students													
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3 <b>Assistant Principal (Achievement and Progression)</b>	<p>Our DfE pre pandemic attendance data over two years (2017/2018 - 2018/2019) indicates that attendance among disadvantaged students was between 7.2% and 9.8% lower than for non-disadvantaged students.</p> <p>Between 36.1% and 40.3% of disadvantaged students had been ‘persistently absent’ compared to between 10.9% and 9.6% of their peers during these years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students’ progress.</p>														



Challenge number	Detail of challenge
<p>4</p> <p><b>Assistant Principal (Teaching and Learning)</b></p>	<p>Assessments and observations with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, between 30-50% of our disadvantaged students arrive below age-related expectations compared to 20-44% of their peers.</p>
<p>5</p> <p><b>Vice Principal (Inclusion)</b></p>	<p>Our internal data over the last 3 years and observations have identified low level disruption in lessons to be more common in our disadvantaged students than in the non-disadvantaged. This is partly driven by lost time in school due to the Covid pandemic and therefore a lack of routine and reduced opportunities for praise.</p> <p>Analysis of data has been complicated by the significant time lost due to covid, and the consequent 'bubble situation' in school. We have therefore analysed terms 1 &amp; 2 for academic year 2020/2021, and the last full pre-covid year, 2018/2019. We have looked at students with over five demerits over this period, and as a percentage of the PP/non-PP numbers. For the 2018/2019 period, over the academic year, there is on average a 4% differential term on term between advantaged/disadvantaged students. A similar pattern emerges for the analysis of terms 1 and 2 for the 2020/2021 academic year.</p> <p>What this data does not take account of is the number of disadvantaged students who are not reflected in the data, as they do not meet the criteria for PP; however, a significant number of students have been impacted by ACES and/or have additional learning needs. If we were to take these numbers into account the differential would be even greater.</p> <p>The exclusion data paints a similar picture; out of 37 fixed term exclusions during the academic year 2018/2019, 11 students were from disadvantaged backgrounds (8% of target group), whilst 26 were from non-disadvantaged backgrounds (3.6% of target group).</p> <p>For the academic year, 2020/2021, for term 1, of 10 suspensions, 6 were students from disadvantaged backgrounds (2.4%), with 4 students from non-disadvantaged backgrounds 0.4%).</p>
<p>6</p> <p><b>Assistant Principal (Achievement and Progression)</b></p>	<p>Our extra-curricular activity audits prior to the Covid pandemic indicate that our disadvantaged students are less likely to participate in voluntary clubs and activities. This leads to our disadvantaged students having a reduced cultural capital compared to our non-disadvantaged students.</p> <p>72 - 90% of disadvantaged students took part in extra-curricular activities between the years of 2016 and 2019 compared to 85 - 93% of non-disadvantaged students.</p>

**Intended outcomes**

This explains the outcomes we are aiming for **by the end of our current strategy plan (2023/2024)**, and how we will measure whether they have been achieved.



Intended outcome	Success criteria
<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4</p> <p><b>Vice Principal (Curriculum)</b></p>	<p>There will be a steady rise in the Progress 8 score for our disadvantaged students over the next 3 years. By the end of our current plan in 2023/2024 our disadvantaged students will perform better than the national average for disadvantaged students, and in line with all students at the school.</p>
<p>An increase in students entering EBacc subjects at KS4 leading to improved attainment among disadvantaged students across the curriculum.</p> <p><b>Vice Principal (Curriculum)</b></p>	<p>There will be a steady rise in the number of our disadvantaged students entering the English Baccalaureate over the next 3 years. By the end of our current plan in 2023/2024, the % of Disadvantaged students enter the English Baccalaureate (EBacc) will be in line with our non-disadvantaged students. Yearly targets for an overall increase in both groups of students will be set.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p> <p><b>Assistant Principal (Achievement and Progression)</b></p>	<p>Sustained high attendance from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all students being in line or above the national average, and the attendance gap between disadvantaged students and their non-disadvantaged peers being equal to or less than the national average.</li> <li>the percentage of all students who are persistently absent being in line with or less than the national average.</li> </ul>
<p>Improved reading comprehension among disadvantaged students across KS3.</p> <p><b>Assistant Principal (Teaching and Learning)</b></p>	<p>There will be a steady rise in reading comprehension levels for our disadvantaged students from the start to the end of KS3.</p> <p>By the end of our current plan in 2023/2024, 75 % or more of disadvantaged students will have increased their reading comprehension levels. 70% of disadvantaged students will be in line with their non-disadvantaged peers.</p>
<p>A reduction in low level disruptive behaviour in our disadvantaged Pupils.</p> <p><b>Vice Principal (Inclusion)</b></p>	<p>There will be a steady reduction in CQ's issued to our disadvantaged students, with the eventual aim that there is parity between the percentage of disadvantaged students and non-disadvantaged students.</p> <p>Similarly, the target is to reduce the number of suspensions from the disadvantaged group, in percentage terms, again to have parity with the percentage of suspensions from the non-disadvantaged group.</p>
<p>An increase in uptake of extracurricular activities in our disadvantaged students.</p> <p><b>Assistant Principal (Achievement and Progression)</b></p>	<p>There will be a steady rise in the percentage of students taking part in the extra-curricular life of the school.</p> <p>By the end of our current plan in 2023/24 the % of students taking part in extra-curricular activities will be 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)

Budgeted cost:                    2022/2023:   £128,415.50                                    2021/2022: £ 125,330.50 (this is 50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhancing our academic mentoring via the appointment of an Academic Mentor to implement and monitor Academic Action Plans engaging students and their families. Working with members of staff to support our disadvantaged students.</i>	<p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagementevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagementevidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Mentoring helps to build confidence and relationships, to develop resilience and character and to raise aspirations as well as providing targeted subject specific support.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoringevidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoringevidence/teaching-learning-toolkit/mentoring</a></p>	1,2,3 and 5
<i>Primary Transition Coordinators (x2) to extend the development of sustainable curriculum links to identified feeder primary schools and to improve curriculum transition arrangements for students</i>	<p>Concrete and sustainable curriculum links established between curriculum subject faculty teams and geographically local schools ease transition to primary school having a positive impact on learning an SEMH. Developing curriculum links established between curriculum subject faculty teams enhancing the transition from KS2 to KS3 English and maths. Transition days planned throughout the year with subject-led activities leading to a deeper knowledge of the primary curriculum and supporting SEMH of students during transition.</p> <p><a href="https://www.annafreud.org/schools-and-colleges/resources/moving-up-the-transition-to-secondary-school-animation-teacher-toolkit/">https://www.annafreud.org/schools-and-colleges/resources/moving-up-the-transition-to-secondary-school-animation-teacher-toolkit/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1670402473">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1670402473</a></p>	



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employment of SAFE officers to engage with students and their families to support behaviour and attendance.</i></p>	<p>A specialist team who have a deep understanding of the behaviour of students and their influences, who work alongside families and staff to promote good behaviour and the impact of this on achievement. Supporting and teaching learning behaviours, behaviours linked to high attendance and tailoring individual approaches to meet the needs of our disadvantaged students, both pupil premium and those with high levels of ACEs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>1, 3 and 5</p>
<p><i>Embedding the use of WalkThru across the school for CPD as a support mechanism for high quality teaching.</i></p> <p><i>Full staff INSET and appraisal target for all: Staff to complete and evaluate a minimum of 5 per year.</i></p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationhttp://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-developmentevidence/guidance-reports/effective-professionalhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-developmentdevelopment">https://educationendowmentfoundation.org.uk/educationhttp://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-developmentevidence/guidance-reports/effective-professionalhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-developmentdevelopment</a></p>	<p>1, 2, 3, 4 and 5</p>
<p><i>Development and staff training to assist implementation the Voice 21 Oracy project.</i></p> <p><i>Trial class (2021)</i> <i>English Department (2022)</i> <i>Cross Curricular (2023)</i></p>	<p>On entry to school, disadvantaged children’s spoken language development is significantly lower than their more advantaged peers and these gaps grow throughout school widening to a five years’ difference by the age of 14.</p> <p>Evidence shows that a high-quality education can: Improve academic outcomes, improve literacy development, increase confidence and wellbeing, equip students to thrive in life beyond school and shrink the language gap.</p> <p><a href="https://voice21.org/">https://voice21.org/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1 and 4</p>



Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Identification of pupil premium champions across departments who will lead a PP standing agenda item at all departmental meetings and support the implementation of initiatives to support progress.</i>	<p>Evidence suggests that for a pupil premium strategy to be effective all staff must promote the principals and ethos of the strategy.</p> <p><a href="https://www.gov.uk/government/publications/pupil-premium">https://www.gov.uk/government/publications/pupil-premium</a></p>	All
<i>Appointment of a full-time careers advisor to work alongside students, families and staff to promote a wide and balanced curriculum uptake at GCSE.</i>	<p>Part of the advisor's role will be to mentor and build relationships with our disadvantaged students, their families and staff in order to increase aspiration as well as ensuring GCSE and post 16 options will enable life success.</p> <p>Additional careers advice will be supplied by prospects training.</p>	2

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

Budgeted cost:                    2022/2023: £103,349.50                    2021/2022: £100,264.40 (this is 40%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>One-to one reading with PP students in English library lessons.</i></p> <p><i>Reading for Pleasure promoted through Bronze, Silver and Gold Reading Challenge</i></p>	<p>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 time span.</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/83526/reading_for_pleasure.pdf">reading_for_pleasure.pdf (publishing.service.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	1 and 4
<i>Purchasing of dyslexia friendly ready scheme</i>	<p>Part of our proactive planning to support students with the weakest levels of literacy, particularly in Year 7. Aiding our development of a model of tiered support, which increases in intensity in line with need is evidenced as a promising approach.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	1, 2 and 4





Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group tutoring interventions with the Head of Department in English, maths and science.</i></p> <p><i>We will fund teacher release time to target KS4 students who are not meeting their target grade.</i></p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five students together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1 and 2
<p><i>Enhancing our use of TA's to provide high quality 1:1 and small group literacy and numeracy interventions.</i></p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1,2 and 4
<p><i>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.</i></p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small%20gro">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small%20gro</a></p>	1, 2 and 4

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

Budgeted cost:                      2022/2023: £25,066    2021/2022: £ 25,066.10 (this is 10%)



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Increase in student inclusion and support suite staffing to enable an increase in home visits, behaviour support interventions, attendance My Plans and attendance interventions e.g. WADADM programme</i></p>	<p>The DfE outlines the building of respectful relationships with students, families and other stakeholders, communicating openly and honestly, and liaising with other agencies as essential in implementing an effective whole school attendance strategy.</p> <p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a></p> <p>Teaching learning behaviours will reduce the need to manage misbehaviour.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>1, 2,3 and 5</p>
<p><i>Purchase of:</i></p> <p><i>Trips - <a href="#">eduFOCUS   EVOLVEvisits</a></i></p> <p><i>Clubs - <a href="#">eduFOCUS   EVOLVEclubs</a></i></p> <p><i>Fixtures and sports - <a href="#">eduFOCUS   EVOLVEsports</a></i></p> <p><i>To monitor disadvantaged students' uptake in the extracurricular life of the school. To identify development of our extracurricular programme and encouragement of participation.</i></p>	<p>Children from the wealthiest backgrounds are 3 times more likely to take up music classes out of school hours than children from the poorest backgrounds. There is also a 20% participation gap in sport, report by the Social Mobility Commission.</p> <p>Evidence also suggests that being a part of the extra-curricular life of a school has a positive impact on attendance and wellbeing.</p> <p>Increased involvement leads to an increase in social mobility.</p> <p><a href="https://www.gov.uk/government/news/extra-curricular">https://www.gov.uk/government/news/extra-curricular</a><a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</a></p>	<p>3 and 6</p>
<p><i>Implementation of attendance clinics for students at risk of becoming persistently absent.</i></p>	<p>Communicating openly and honestly with students and families about the effect of attendance on progress and overcoming barriers to low attendance as a team is evidenced to reduce persistent absenteeism.</p> <p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	<p>1, 2 and 3</p>



Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of electronic resource request forms including logged home contact for disadvantaged students</i>	Based on past experience our disadvantaged students are less likely to be equipped with calculators, revision guides, food for catering etc. This electronic submission form should encourage staff to request equipment for students in need as well as promoting supportive conversations with the families of these students.	1 and 2
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

**Total budgeted cost:**

**2022/2023: £ 256,831**

**2021/2022: £ 250,661**

## **PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR**

### **Outcomes for disadvantaged students**

This details the impact that our pupil premium activity had on students in the 2021 to 2022 academic year. The outcomes we aim to achieve by the end of 2023/2024 are not yet fully realised. For 2022, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our disadvantaged students was -0.71. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 32. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged students (although these should be considered with caution given the caveats stated above). Nationally the average Attainment 8 gap has widened standing at 15.1 points in 2021/2022. This compares to our 2021/2022 attainment gap of 14 points. Progress 8 scores nationally for disadvantaged and non-disadvantaged students showed that non disadvantaged students averaged a Progress 8 score of 0.15 whereas disadvantaged students averaged a Progress 8 score of -0.55, a gap of 0.7. This compares to a gap of 0.49 at Newent Community school with non-disadvantaged students averaging -0.22 and disadvantaged students averaging -0.71. Although the Attainment 8 and Progress 8 gap is smaller than national figures the disadvantaged students were still achieving below their peers and further interventions are required here to ensure parity and increase progress and attainment across the board.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged students in 2021/2022 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective



of national figures demonstrating the additional impact of the pandemic on disadvantaged students. Interventions put in place to mediate against the impact of gaps in learning caused by lockdowns during the pandemic appear to have had some positive impact and now require further streamlining. Small group interventions with both Heads of Department and our academic mentors have had a positive impact with some students, further refinement is now required in order to maximise impact.

EBacc entry for disadvantaged students was 9.52%, which is similar to the previous 2 years and 9.28% below that for non-disadvantaged students.

Dyslexia Gold has been used to support year seven students with low reading ages, results from this trial are due in January 23. One to one reading for our pupil premium students has continued during library lessons and a dyslexia friendly reading scheme is used to support this. Twelve out of sixteen students performed well in their year ten functional skills exam with a 75% pass rate, this is promising in regards for them achieving a 4 at English GCSE.

Attendance for our disadvantaged students was 82.9% compared to the national figure of 84.9%. Non-disadvantaged students had an average attendance of 90.4%. Nationally the gap between disadvantaged students and non-disadvantaged students was 6.4% compared to a gap of 7.5% for Newent Community School. Covid attendance coding changed in December, from January onwards Covid cases had a negative impact on attendance leading to significant local and regional differences in attendance. Newent Community school had a 0.1% higher overall attendance compared to the rest of the South West. Raising the attendance of our disadvantaged students is a focus of our current plan in order to reduce this gap.

Our assessments demonstrated that behaviour, wellbeing and mental health were significantly impacted in 2021/2022, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged Pupils. The transition from home schooling, to schooling in bubbles to returning to usual practice has led to a need for retraining and teaching of routines and exceptions, as a result there was a significant increase in the number of suspensions for the academic year 2021/2022, both for the school as a whole and for PP students. This can partially be accounted for by the fact that this was the first post Covid year, with all the associated issues of re-engaging students. For the academic year 2021/2022, out of 130 fixed term exclusions (FTE), 46 were from PP students, (20% of target group), whilst 84 were from non-PP students (9% of target group). Of the 46 FTE for PP students, 27 students received FTE, meaning that were a number of students with repeat FTE. Of the 6 repeat offenders, 5 are moved alternative education. A range of interventions outside of suspensions were put in place to avoid a permanent exclusion for these students. Work needs to be done to reduce the FTE exclusions for this target group.

Enhancing the cultural capital of our disadvantaged students continues to be a priority and encouraging participation in the extracurricular life of the school is a key strand in this area. Following the Covid pandemic during 2021/2022 more clubs started running again and trips/visits started to take place. Data from the extra-curricular activity audit shows that in the autumn terms 10% fewer disadvantaged students took part in the extra-curricular life of the school, this reduced to 4.9% fewer in the spring terms. In the summer terms the figure for the disadvantaged students was 2.9% higher than for the whole school figure. This is pleasing and needs to be maintained in order that by the end of our current plan in 2024/2025 the % of students taking part in extra-curricular activities will be in line with their non disadvantaged peers on a consistent basis.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, in order to move us towards our success criteria over the coming year. The Further



Information section below provides additional detail about our planning, implementation, and evaluation processes.

### Externally provided programmes

Programme	Provider
Engaging Eyes	Dyslexia Gold
Fluency Builder	Dyslexia Gold
Oracy Project	Voice 21

### Further information

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

- Regular work scrutiny including a comparison of disadvantaged vs non-disadvantaged students' books, with feedback to HoD to enhance marking and feedback.
- Regular learning walks with specific foci in addition to departmental dives.
- Departmental developmental dives with a comparison of provision for disadvantaged vs non-disadvantaged students.
- Utilising support from Young Minds Matter, mental health support, within our wellbeing hub.
- Revision sessions and master classes as part of our 'catch-up' plan to fill the gaps for Y11 students.
- SLT mentoring of Y11 pupil premium students.
- Review of behaviour and awards systems to enhance positive behaviours and attitude to learning.
- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- Summer school to support transition of our Y7 students.

### Planning, implementation, and evaluation

We have used the EEF's evidence base [EEF evidence](#) in the development of our PP strategy in order to ensure we embed more effective practice. Evidence based planning demonstrates significant benefits for students, particularly disadvantaged students. We will continue to use the [EEF's implementation guidance](#) to help us develop our strategy and we will continue to use it through the implementation of our activities.

We looked at a number of reports and studies about effective use of pupil premium as well as attending webinars that have supported us with the development and implementation of our strategy. This will help us to reduce the impact of disadvantage on education outcomes and demonstrate to us 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 will use 4Marix and internal reporting data to monitor the progress of our disadvantaged students over time and FFT Aspire to track our progress against schools nationally.

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