

Pupil premium strategy statement – Newhaven School 2021-22 to 2023-24

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-22 to 2022-23
Date this statement was published	23/11/23
Date on which it will be reviewed	December 24
Statement authorised by	Management Committee
Pupil premium lead	Jon Kelly
Governor / Trustee lead	Jane Lawley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,242.50
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£76,176
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£173,418.50

Part A: Pupil premium strategy plan

Statement of intent

At Newhaven, all of our students are considered disadvantaged due to a range of factors including social, familial, traumatic incidents in their lives, neurodevelopmental issues and increasing severity of mental health issues partly driven by the pandemic.. Many of them are also facing increasing difficulties due to poverty in the context of the current cost of living crisis considerably increases their barriers to learning often arriving hungry and dysregulated. Difficulties accessing mental health support in the community due to increased pressure on services such as Camhs, as well as the experience of higher social care thresholds also leads to lower attendance at school and less access to learning and progress.

They have all reached us as they have not been able to flourish in mainstream provisions and we aim to give them a genuine chance to do that and achieve their very best. We do this by building trust, giving them the tools they need to restore things when they go wrong and to secure academic achievement. To support these aims we have focussed our pupil premium strategy and spending on the key areas of:

1. Literacy development as many of our students have low reading ages and are disengaged from reading.
2. Numeracy development for the same reasons as literacy.
3. Mental health support.

The aim of this work is to develop the skills, abilities and outcomes that our students will need to function successfully through robust transitions to appropriate destinations.

Challenges

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

Challenge number	Detail of challenge
1	<i>Reading ages below chronological age and poor access to books with most students arriving without a love of reading.</i>
2	<i>Low levels of numeracy.</i>
3	<i>Poor psychological health leads to lower access to school and education.</i>

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
1. <i>Reading ages improved at faster than chronological age.</i>	Increased number of students make faster than age progress in reading age as measured by reading age tests.
2. <i>Increased access to library and love of reading.</i>	Library report shows rapid rise in numbers of students accessing the library and case studies show increased love of reading.
3. <i>Strong progress in maths for assessment centre students joining mid-year.</i>	Improved engagement in Maths lessons for cohort and increased entry and accreditation across the whole cohort.
4. <i>Improved psychological health.</i>	Positive feedback from students and families; impact on attendance and engagement.

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: £74,786

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Library lessons supported through full time librarian</i>	Evidence from the DfE shows a positive impact on engagement re progress. School data positive in terms of reading progression and baselines with cohort already engaged with the library.	All KS3 students and targeted KS3 and 4. Approx 60 students.
<i>Maths lessons and interventions focus on engagement and progress</i>	Positive gains in mathematical achievement on account of improved student attitudes and engagement with learning. Increased attendance and reduced distress when faced with numeracy tasks. Improved understanding of mathematical concepts necessary for every-day life (Maths in Action)	Approx 30 at in termly blocks.

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Librarian developing stock, student choice and engagement with the library including library lessons and work experience.</i>	Evidence from the DfE shows a positive impact on engagement re progress. School data positive in terms of reading progression and baselines with cohort already engaged with the library.	All KS3 students and targeted KS4/5. Approx 60 students.

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

Budgeted cost: £93,132.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Clinical Psychology: assessments of students and interventions in mental health crises.</i>	Evidence based psychological interventions and faster referrals to other services leads to a positive impact on attendance and access to learning due to improved psychological health. Parent support also leads to improvements in the above.	40-45 direct work with students plus parent and staff support fro another 20-25 students- 60-70 students.

Total budgeted cost: £173,418.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall outcomes were in line with non PP students with more meeting target grades in English and BTEC Science than non PP students. They did less well in Maths and equally well in Art GCSE.

1. Literacy Interventions: % made more than a year's progress in the last academic year. Library report shows an increase from 211 to over 598 withdrawals last year. Observation of lessons shows students engagement higher in library lessons; 1 to 1 and social sessions impacting on behaviour and engagement. 90% of students achieve English qualification.
2. Numeracy Impact: improved engagement in Assessment Centre lessons and intervention sessions shown through observation cycle; 90% of students achieving maths qualification.
3. Psychology Interventions and Assessments: evidence base in terms of attendance and engagement mixed but feedback from student/ families is positive.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NA	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.