

Pupil premium strategy statement – The Arnewood School

This statement details our school's use of pupil 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	897 (including 114 in 6 th form)
Proportion (%) of pupil premium eligible pupils	27.3% (years 7-11)
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)	2024/25 focus (2024-2027)
Date this statement was published	December 31 st 2025
Date on which it will be reviewed	October 31 st 2026
Statement authorised by	Jamie Anderson
Pupil premium lead	Tim Merrick
Governor / Trustee lead	Steve Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,000
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>	£231,000

Part A: Pupil premium strategy plan

Statement of intent

At Arnewood School, we are committed to fostering ambition, achieving success, and growing together as a community. Our three-year strategy to support disadvantaged students is structured around three tiers: quality first teaching, targeted academic support, and wider school engagement.

We believe that strong teaching is the foundation of student success. Our strategy focuses on embedding secure classroom routines that encourage students to think deeply and develop independence in their learning. Teachers will be equipped with the tools and training needed to adapt lessons based on students' individual needs, ensuring that every student has high challenge and high support. By maintaining high expectations and a structured learning environment, we aim to develop resilience and determination in all our students.

To ensure success for all, we are embedding a strong culture of reading throughout the school. Our tutor time reading canon will expose students to high-quality and diverse texts, enriching their language skills and broadening their understanding of the world. Additionally, bespoke literacy lessons and interventions will provide tailored support to students who need it most. Targeted academic support will be delivered to address individual learning gaps, particularly in preparation for GCSEs.

We recognise that students thrive when they feel engaged in their learning and have a strong sense of belonging to their school community. Our behaviour interventions will reinforce positive attitudes to learning, ensuring that students remain motivated and focused. Alongside this, a persistent and relentless approach to attendance will help tackle barriers that prevent students from fully engaging in school life. Beyond the classroom, we will expand opportunities for enrichment to develop students' cultural capital. Through extracurricular activities, trips, and wider learning experiences, we will broaden their horizons, inspiring ambition and preparing them for future success.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and achievement
2	Aspiration and future destinations
3	Student attendance
4	Literacy and reading levels, especially at KS3
5	Wellbeing and a sense of belonging
6	Engagement with school and behaviour for learning.

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
Improved outcomes among disadvantaged students across the curriculum at the end of KS4.	KS4 performance measures demonstrate that disadvantaged students achieve an average Attainment 8 score in line with the national average. Disadvantaged students all move into post-16 education, training or employment.
Improve and sustain attendance for all students, especially for disadvantaged students.	Reduction in the number of disadvantaged students who are persistently absent. Attendance of disadvantaged students is in line with the national average as shown through the DfE attendance data and correlated with the FFT 360 tool.
Improved reading ages among disadvantaged students across KS3.	Disadvantaged students to improve their fluency and comprehension in reading in line with their non-disadvantaged peers as shown through reading tests. Quality assurance processes should recognise this improvement through engagement in lessons and work scrutiny.
Improve achieved wellbeing and a sense of belonging for all students, including those who are disadvantaged.	Student voice, student and parent surveys will show students feel safe and happy in school and that they feel listened to. Increase in participation in extracurricular activities.
Improved behaviour for learning by all students, including those who are disadvantaged.	Consistent approach to managing behaviour is observed through quality assurance. Reduction in the number of suspensions and lesson removals. Quality assurance both internal and from external visitors, will show a significant reduction in low level disruption to lessons.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding consistent routines into daily classroom practice through the Policy on a Page and the Lesson on a Page.	The EEF toolkit highlights routines for behaviour and teaching and learning have a high impact of between +4 to +6 months' progress at a low cost.	1, 5, 6
CPD focus on checking for understanding through the use of show me boards, think, pair, share and cold calling.	The EEF toolkit highlights that feedback has a very high impact of +6 months' progress at a very low cost.	1, 5, 6
Recruitment of retention including a literacy specialist teacher to deliver lessons across KS3 and 4.	The EEF toolkit highlights reading comprehension strategies have very high impact of +6 months at a very low cost.	1, 4
CPD training to support the embedding of student passports to ensure staff are adapting lessons based on individual needs.	The EEF toolkit highlights individual instruction strategies have a moderate impact of +4 months at very low cost.	1, 4, 5, 6

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of revision resources to disadvantaged students in GCSE years to use at home.	The EEF toolkit highlights that homework has a high impact of +5 months at a very low cost.	1, 5
Introduction of English+ literacy curriculum for all KS3 students (one lesson per week for Year 7, one lesson per fortnight for years 8-9.	The EEF toolkit highlights reading comprehension strategies have very high impact of +6 months at a very low cost.	1, 4

Creating a reading culture in the school. This includes pastoral readings sessions and the provision of a book to all new year 7 students as part of transition to secondary school.	The EEF toolkit highlights reading comprehension strategies have very high impact of +6 months at a very low cost.	1, 4, 5, 6
Intervention sessions for GCSE English and Maths for small groups of targeted students in AM tutor time led by subject specialists.	The EEF toolkit highlights small group tuition has a moderate impact of +4 months at low cost.	1, 4
Recruitment of a RESET co-ordinator to lead on behaviour intervention across the school day.	The EEF toolkit highlights behaviour interventions have a moderate impact of +4 months at low cost.	6

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One day summer school for targeted year 7 students as part of their transition to secondary school.	The EEF toolkit highlights that summer schools have a moderate impact of +3 months' progress at a moderate cost.	1, 5, 6
Subsidising disadvantaged students' participation in selected extracurricular visits.	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost.	2, 5, 6
Introduction of Challenge Week in summer term to ensure all students have access to a wide range of extracurricular activities.	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost.	2, 5, 6
Recruitment of two Assistant Heads of Year to lead on attendance.	DfE: Link between attendance and attainment.	3
Fortnightly pastoral meetings will highlight attendance issues and identify actions to improve these.	DfE: Link between attendance and attainment.	3
Attendance Improvement Plans will be implemented for disadvantaged students identified as poor attenders.	The EEF toolkit highlights that social and emotional teaching has a moderate impact of +4 months' progress at a very low cost.	3

Total budgeted cost: £231,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium strategy had on pupils in the 2024-2025 academic year. This was the first year of an updated three-year strategy.

Pupil attendance saw a marked improvement in comparison with the national average for disadvantaged pupils, as shown by FFT 360. Overall attendance for the school is +0.8% compared to national, with school attendance at 92.1% (national 91.3%). Attendance has now returned to pre-pandemic levels. FSM6 pupils have a lower attendance (87.9%) than their counterparts (Non FSM6 – 93.5%) but are 1.8% higher than the national average. It is notable that this is a considerable improvement in the attendance of FSM6 pupils in years 7-10 year. Our key areas of concern are in year 11 FSM6. The persistent absence rate for FSM6 fell and is now 1.6% below the national average. These improvements have been confirmed by the Department for Education's similar schools comparison which shows that the attendance of FSM6 pupils is better than all 20 schools in the comparative group. This shows the continual improvement in the attendance of disadvantaged and non-disadvantaged pupils over the past 3 academic years has been maintained.

A8 score for disadvantaged pupils remains below national average (0.5 below) there has been a slight improvement of pupil premium A8 score compared with last academic year. The pupil premium gap has widened, due to non pupil premium improving more than pupil premium (PP % increase = 1.7%, Non PP = 4.2%). Contributing factors were in part due to the transient nature of the cohort and a high number (8) of pupils completing their education and sitting their exams in alternative provision. As a result of this pupils completed fewer qualifications and were able to access appropriate next steps in their education. We continue to embed a consistent approach to learning across the school with the "lesson on a page" that is built around evidence based adaptive teaching for all learners.

In September 2023, the school recruited a dedicated literacy teacher to help improve the standards of reading and writing with our lower ability students which contain a higher proportion of disadvantaged students than the main school body (in 2024-25, all year 7 PP pupils reading was assessed and appropriate interventions were put in place). Literacy continues to be raised around the school, with reading tests to identify students who need support and weekly word roots displayed around the school. The tutor time reading canon has been extended to cover year 7 to 9 and will continue to cover Year 10 in 2025-2026. Curriculum changes have been put in place in September 2024 as part of the long term plan to improve disadvantaged students' literacy, including dedicated English+ lessons across KS3 and additional time for literacy-rich subjects like History and Geography.

The behaviour of disadvantaged pupils has improved. There was a significant fall in the frequency of disadvantaged pupils receiving suspensions in 2024-25 from 339 instances

in 2023-24 to 115. This reduction is reflective of the improvement in behaviour across the school as a result of the action take since the March 2024 OFSTED inspection. The proportion of suspensions that are given to disadvantaged pupils remains high compared to non-disadvantaged pupils although this gap has not widened. 2 of the 4 pupils permanently excluded were disadvantaged compared to 2 out of 3 in 2023-24. This improvement is the result of embedding the school's relational approach to managing behaviour. The Policy on a Page is now consistently applied and has been strengthened by in lesson support, and the development of our RESET space to reduce low level disruption from lessons. There were a high number of students in year 11 who accessed their education at alternative provision placements and completed their GCSE examinations in these schools in 2024-25.

We continue to provide opportunities for disadvantaged pupils to develop their cultural capital, and are encouraging disadvantaged students to participate in a wide variety of extracurricular opportunities, including the school production. Disadvantaged students in Years 10 and 11 continue to be provided with revision resources and stationery to ensure they have what they need in order to be exam ready.

Externally provided programmes

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

Programme	Provider