



# **Northumberland Pupil Referral Unit**

## **Pupil Premium & Catch-up Strategy 2022-23**

# Pupil Premium Strategy Statement

## Northumberland PRU 2022-2023

Reviewed 07/06/2023

This statement details our school's use of pupil premium for the 2022 to 2023 academic year 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	Northumberland Pupil Referral Unit
Number of students in school	51
Proportion (%) of pupil premium eligible students	66.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 (2022-24)
Date this statement was published	September 31 <sup>st</sup> 2022
Date on which it will be reviewed	July 31st 2023
Statement authorised by	R Carr (Headteacher)
Pupil Premium lead	R Carr
Governor / Trustee lead	G Reiter

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year <b>NB: PP funding for Dual registered pupils placed at the PRU is maintained by the home school and not Northumberland PRU</b>	£985 (1 student) £2410 (1 CLA student)
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£3,395</b>

## Statement of intent

In the 2022-2023 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £985 for students in Years 7-11 who are eligible for free school meals, or have been eligible in the past 6 years
- £2410 for students who have been adopted from care
- £2410 for students who are looked after by the local authority
- £320 for students of parents/carers serving in HM Forces

Schools will also receive £2410 for each pupil who has left local-authority care because of one of the following reasons:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £2410 rate.

Children who have been in local-authority care for one day or more also attract £2410 of pupil premium funding. This funding is not received by the school.

Northumberland PRU is committed to closing the progress, attainment and wellbeing gaps for our pupil premium students. We work towards reducing and, where possible, removing any barriers to learning.

Northumberland PRU elects to follow the [EEF Guide to the Pupil Premium](#) which aims to support schools in spending their Pupil Premium to maximise the benefit for their students. Teaching is prioritised, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling students is also a key component of Northumberland PRU’s Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

In its approach to Pupil Premium spending, Northumberland PRU considers the importance of evidence and the need to support disadvantaged middle and high attainers. It also utilises research and investigation into inspiring schools, who have used their Pupil Premium to transform outcomes for disadvantaged students.

## Challenges

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

Challenge	Detail of challenge
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A	The literacy skills of students (present) on entry and KS2 scores (historically) has been lower than for other students
B	Subject specific skills, knowledge and understanding of the most able disadvantaged/PEX’d students is less secure than that of non-PP students across their best 8 subjects but especially in English, Maths and other EBac areas as well as the Open basket.
C	Levels of engagement and participation for disadvantaged/PEX’d students are less favourable than for non-Disadvantaged students and can be a barrier to their future success
D	The suspension rate for disadvantaged students is currently higher than non-disadvantaged students. Suspension figures are higher than those seen nationally – repeat offenders are a significant issue within the disadvantaged cohort.
E	Low-level disruption/restlessness amongst students in KS3 and the Behaviour for Learning of students in KS4 who are disadvantaged detrimental effect on progress

F	Students lack of cultural capital outside of school which contributes to lower levels of attainment in English and EBac subjects.
G	Pupil Premium student's attendance compared to Non-Pupil Premium students showed that Pupil Premium students are more likely to be absent than their peers. Some Pupil Premium students' attendance levels are below the national average.
H	Disadvantaged cohort demonstrate lower levels of aspiration, confidence and resilience than their non-disadvantaged peers
<b>Additional barriers</b> ( <i>issues to be addressed in school</i> )	
I	The engagement of some parents/carers in their child's education requires further encouragement. Research shows that disadvantaged students are less likely to have had their parents/carers read with them at home or actively engage with their homework or home study/revision and independent study/remote learning – Supporting your child at home in their learning requires increased profile across all year groups
J	Levels of deprivation resulting in a lack of access to the internet and a suitable ICT device in the home setting to facilitate on-line remote learning in order to support student progress
K	Published research by the EEF has shown that any future closure of schools will further broaden the disadvantaged gap. The impact of the COVID-19 pandemic is still being monitored and Northumberland PRU continues to follow the advice of the DfE, PHE & NHS England.

## \*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
<ul style="list-style-type: none"> <li>Improve the quality of teaching across Northumberland PRU</li> </ul>	<ul style="list-style-type: none"> <li>-Embed consistency across all subject areas in quality first teaching approaches with systems such as three-part lesson, the use of the new Learning &amp; Feedback Policy, command words and retrieval strategies evident in all classroom practice.</li> </ul>
<ul style="list-style-type: none"> <li>Improve the outcomes of all students, but in particular, PP students in Key Stage 3 and diminish the differences between disadvantaged and other students in terms of both attainment and progress <ul style="list-style-type: none"> <li>-measured by key attainment and progress measures at end of KS3</li> <li>- Tracked at data collections with clear progress for PP students between data collections.</li> <li>- Monitored on regular basis at Key Data Analysis meetings and subject leader Data Challenge meetings and in particular for PP students.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Increased rates of progress in literacy and numeracy for students eligible for PP, especially in current Year 8 and Year 9. Improve the attainment and the progress of disadvantaged students and reduce the difference to national figures for non-disadvantaged students.</li> <li>-All students with a scaled score of below 100 on entry in English or Mathematics to narrow the attainment gap by 'G' data collection 5.</li> </ul>

<ul style="list-style-type: none"> <li>- Identification of students for interventions, with tracking of progress as a result.</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure assessment is consistent to ensure quality outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>• Improved engagement with learning due to improved student attendance</li> </ul> <p>Further improve the attendance of disadvantaged students to ensure that, as a cohort, it is in line with the national average for non-disadvantaged students PA – cohort % to be below the national average for non-disadvantaged students:</p> <ul style="list-style-type: none"> <li>-Improved attendance <ul style="list-style-type: none"> <li>-measured by a reduction in absence rates; a reduction in external and internal suspensions;</li> <li>- Daily attendance checked between 9.00-9.30am each morning with SLT/attendance team making contact with parents</li> <li>- Re-integration meetings following absence from school to focus on correlation between attendance on outcomes.</li> <li>- Attendance celebrated weekly.</li> <li>- Holidays taken in term time not authorised. Penalty fines continue to be used.</li> <li>- Termly attendance letters to emphasise the importance of good attendance.</li> <li>- Management Committee Attendance panel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Increase in the proportion of positive attitude to learning grades received by disadvantaged students in student surveys/voice. VH to achieve a comparable proportion of positive attitudinal grades to non-DS at each student survey collection</li> <li>-Cohort attendance &gt; 95% (greater than national average non-DS) P.A &lt; 13% (greater than 2020 national average for non-DS)</li> <li>-Improved attendance of PP students</li> <li>-Absence rate below national</li> <li>-PA below national</li> </ul>
<ul style="list-style-type: none"> <li>• Reduction in the number of suspensions for disadvantaged students, without the lowering of expectations on acceptable behaviour within Northumberland PRU. Figures to be below those nationally and to show a decrease on the previous year's figures internally.</li> </ul> <ul style="list-style-type: none"> <li>-Improve behaviour for learning</li> </ul>	<ul style="list-style-type: none"> <li>-Suspensions as a percentage of the pupil group &lt; 5%</li> <li>-% pupils with 1 or more fixed term suspensions &lt; 3.5%</li> <li>-% pupils with more than 1 fixed term suspension &lt; 2%</li> <li>-Permanent exclusions as a percentage of the pupil group = 0%</li> <li>-Suspension rates reduced by 25% on previous year</li> <li>-Internal suspension/exclusion rates reduced by 25%</li> </ul>

<ul style="list-style-type: none"> <li>• High levels of progress in literacy and numeracy for students eligible for PP in KS3  <i>-measured by standardised reading scores; expected standards in literacy and numeracy; standards of grammar, punctuation and spelling</i>  - Improvement in Reading ages to access the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>-Establish PRISUM Assessment benchmark scores for all students</li> <li>-Improved reading scores, via implementation of ‘Wave’ intervention</li> <li>-Expected Standards in reading, writing and GPS</li> <li>-Proportion PP students meeting expected standards in reading; writing and GPS improves towards that of other students and the gap reduces to 10% by the end of KS3</li> <li>-Proportion PP students meeting expected standards in numeracy/mathematics improves towards that of other students and the gap reduces to 10% by the end of KS3</li> </ul>
<ul style="list-style-type: none"> <li>• All disadvantaged students to have an aspirational/intended destination for work, training or further education.  High levels of aspiration, improved confidence and resilience, outcomes, engagement in enrichment and destinations</li> </ul>	
<ul style="list-style-type: none"> <li>• High levels of attainment in students who are More Able and eligible for PP, diminishing the progress gap between others across KS3  <i>-measured by key attainment and progress measures at end of KS3</i></li> </ul>	<ul style="list-style-type: none"> <li>-2022-23 student targets of appropriate challenge.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase exposure to, and engagement in, personal development and cultural awareness activities for all disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>-100% of students to have achieved Cultural Capital/Arts Mark opportunity experiences by the end of Year 9</li> <li>-Uptake and participation of disadvantaged students in enrichment activities to be equivalent to that of non-disadvantaged students</li> </ul>
<ul style="list-style-type: none"> <li>• Increased parental engagement and support for learning. Improved levels of communication home  <i>-measured by attendance rates at Parent evening events; attendance at extra-curricular revision/intervention sessions; engagement with independent revision/remote learning; results from stakeholder surveys</i>  - Purchasing of e-booking system</li> </ul>	<ul style="list-style-type: none"> <li>-Parent Evening events via virtual format</li> <li>-Parent Focus Group events.</li> <li>-Improve % attendance of parents attending pupil progress evenings by 20%</li> <li>-improve attendance to revision/intervention sessions by 25%</li> </ul>

<p>- Introduction of virtual Parent Evenings (on-line)</p>	<p>% students engaging with independent study improves by 30%</p> <p>-Remote Learning</p> <p>-improve engagement with remote learning by 25%</p>
<ul style="list-style-type: none"> <li>• Reduction in low level disruption</li> <li>• Improved Behaviour for Learning</li> </ul> <p>-measured by number of low-level instances of behaviour electronically recorded; observations via scheduled learning walks</p>	<p>-Reduced incidents of low-level disruption in lessons across the school</p> <p>-Number of TrackitLight red consequence codes reduces by 30%</p> <p>-Feedback records from lesson observations, deep dives and learning walks reveal 25%+ increase in recorded levels of student engagement</p>
<ul style="list-style-type: none"> <li>• Improved and increased levels of support and access by students to on-line remote learning in order to support student progress</li> </ul>	<p>-Every student has access within the home to internet and a suitable device to support learning</p> <p>-An appropriate, robust and effective, sequenced curriculum model has addressed gaps in learning for all individual students within all subjects</p> <p>-Remote Learning Curriculum is supporting those students not in school to maintain learning and progress whilst conducting distanced/blended learning and those students wishing to continue learning outside of the classroom</p>

## Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £96,371

Activity	Evidence that supports this approach <i>(EEF evidenced approaches)</i>	Challenge letter(s) addressed	Support/Financial implications
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<p>1.Improve the quality of teaching across the school</p> <p><i>-Continuous Professional Development and after school program of Leadership &amp; Performance development focused on whole school and trust priorities</i></p>	<p>EEF research suggests that high quality CPD for teachers better enables them to specifically cater for students.</p> <p>Northumberland PRU provision:</p> <ul style="list-style-type: none"> <li>- ECTs</li> <li>- Outstanding teachers</li> <li>-Middle Leader Training</li> <li>-NPQML / NPQSL programme</li> <li>-SEND</li> <li>-QFT</li> <li>-Behaviour for Learning</li> <li>-Learning styles</li> <li>-Homework</li> <li>-RW&amp;O</li> <li>- Feedback</li> <li>-Ofsted readiness training</li> <li>- Staff Appraisal targets</li> </ul>	<p>A,B,E,J,K</p>	<p>Staff CPD questionnaires feedback (Termly)</p> <p>Analysis of 'G' data performance of subgroups for each year group of disadvantaged.</p> <p>Work scrutiny.</p> <p>Deep Dives.</p> <p>Northumberland PRU Staff CPD calendar.</p> <p>Northumberland LA Education external training</p> <p>Clennell Solutions Safeguarding SLA</p> <p>Purchase of visualisers *8 units £240</p> <p>Costs of external moderation/standardisation £1,000</p> <p>Walkthru Package (Tom Sherridan) £840</p>
<p>2. Embed and quality assure the Northumberland PRU 'Feedback Policy' (Sept '22) to ensure all staff are consistent and compliant with the policy expectation</p> <p><i>-Live Marking further developed to replace Previous retrospective marking policy in the classroom-based on research</i></p>	<p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>Research conducted by the EEF has heavily influenced Benfield's move to live marking with the impact on student groups being evident throughout. The Northumberland PRU 'Feedback Policy' enables all students across the school to make progress in their lessons due to the feedback they receive from teachers.</p> <p>Allows for students to receive immediate feedback on their development with areas of strength and improvement. It allows</p>	<p>A,B,J,</p>	<p>Continuously throughout the year in line management KIT meetings and following internal assessments.</p> <p>Staff Training in relation to Feedback Policy.</p> <p>Conduct termly reviews of Feedback Policy.</p> <p>Implementation of Policy Admin</p>

	teachers to ascertain what students can and cannot do, and as a result can move them forward in their understanding.		
<p>3. Recruit and implement additional staffing within core subjects for English, science and mathematics at Key Stage 3 and at GCSE</p> <p><i>-Additional opportunities to provide feedback on pupils</i></p> <p><i>-Time for high quality interaction between pupils and teachers e.g. modelling approaches closely with pupils</i></p>	EFF research/international research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.	B	<p>Additional English, maths, staff</p> <p>£93,716</p> <p>(2 salaries, incl. SEN2 allowance)</p>
4. Employment of staff and TAs to lead small group individual interventions assigned to individual Year groups	<p>EFF research indicates the average impact of the small group tuition is 4+ additional months' progress, on average, over the course of a year.</p> <p>However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits.</p> <p>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p>	A,B,E	<p>LSA/HLTA small group intervention</p> <p>10 week external SEND specialist training</p> <p>£595</p>

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

**Budgeted cost: £62,146**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Support/Financial implications
<p>5. Improve the outcomes of disadvantaged students through quality first teaching and accelerate the progress of Y8 and Y9 PP students with low levels of literacy and numeracy</p> <p><i>- Opportunities to revisit key content and skills are woven throughout the curriculum and retrieval practice is embedded within teaching and learning</i></p> <p><i>- Pedagogy that allows students to recall, remember and learn key aspects of subject knowledge on a daily basis</i></p> <p><i>-Working in small focus groups will allow more focused, personalised feedback and reporting.</i></p> <p><i>-English &amp; Mathematics students receiving 1-2-1 support</i></p> <p><i>-Identified Disadvantaged Y8 and Y9 students with low levels of literacy and numeracy to receive targeted 'WAVE 1-4' reading intervention</i></p>	<p>Quality first teaching has greatest impact upon progress. Metacognition and self-regulation approaches to teaching and Learning (+7 months EEF)</p> <p>Collaborative learning is incorporated effectively into Northumberland PRU's three-part lesson structure. This promotes student engagement and support for the less able students (+5 months EEF)</p> <p>Remote and online learning facilities to ensure no learning is lost due to future Covid-19 absence. This level of intervention has been used previously by Northumberland PRU with positive results.</p> <p>EEF - impact of in the move to live marking with the impact on student groups being evident throughout.</p> <p>The Northumberland PRU 'Feedback Policy' enables all students across the academy to make progress in their lessons due to the feedback they receive from teachers.</p>	<p>A,B</p>	<p>Every half term data collection and weekly throughout the year in line management KIT meetings and follow internal assessments</p> <p>Weekly data meetings Deep dives Learning Walks Work scrutiny Student voice</p> <p>Targeted interventions to improve identified groups/students</p>
<p>6. Instil metacognition techniques and promote culture of self-regulation within all students to support positive attitudes towards learning and behaviour</p>	<p>EEF research indicates the average impact of metacognition and self-regulation strategies is an additional 7+months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	<p>B,E,H</p>	<p>Assembly content delivery Form Tutor Registration period content PSHCE curriculum content delivery SMSC thematic delivery Planning time for staff</p>

<p><i>-Explicit teaching of metacognitive strategies</i>  <i>-Teachers modelling their own thinking to demonstrate metacognitive strategies</i>  <i>-Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties</i>  <i>-Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy</i></p>	<p>With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>		<p>Drop Down Day – thematic curriculum delivery (12<sup>th</sup> December 2023 &amp; 12<sup>th</sup> June 2023)</p> <p>£400 for external speakers</p>
<p>7. Disadvantaged students to be prioritised for targeted subject-based withdrawal intervention to address gaps in learning</p>	<p>EFF evidence indicates that one to one tuition can be effective, providing approximately +5 months’ progress on average</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	<p>A,B,C,H</p>	<p>PiXL software consultant staff CPD £500</p> <p>PiXL software package £2,875</p>
<p>8. Ensure appropriate, individual targeted students are identified and actioned across all curriculum subjects within data meetings</p> <p><i>-Information, Identification, Intervention and Monitoring of impact/intervention</i>  <i>-Specific and tailored in class interventions focused on identified students who are working below expected grade or would benefit from further intervention to increase progress and outcomes</i></p>	<p>EFF research indicates individualised instruction can be an effective approach to increasing pupil attainment.</p> <p>On average, individualised instruction approaches have an impact of 4 months’ additional progress.</p> <p>Related in class strategies which have been followed include reading comprehension in small groups in class based on need. Additional matched tasks more suited to a student’s ability level.</p>	<p>A,B,E,J</p>	<p>Throughout the year at each of the six data collections which take place.</p> <p>Identified Interventions implemented</p>
<p>9. Improve the literacy and numeracy standards of disadvantaged students by maintaining early identification of students (Accelerated Reader) who may be liable to underachieve in</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress.</p>	<p>A,B,C,E,H</p>	<p>Lexonik Program - £3,500</p> <p>Literacy Lead 0.6 salary £45,328</p>

<p>English/maths and developing and maintaining the enhanced reading experience</p> <p><i>-Reading strategy and Reading for Pleasure The development of a love of reading by all students and gaining an understanding of here students reading levels are</i></p> <p><i>-Where students reading levels are below expected, strategies can be put in place to rectify this (Lexonik program and Accelerated Reader)</i></p> <p><i>-Literacy Lead to deliver 'Wave 1-4' intervention (Reading &amp; Phonics)</i></p>	<p>Following on from research conducted by EEF on improving literacy in secondary schools as well as the research conducted by Accelerated Reader and Lexia.</p> <p>Focus placed upon:</p> <ul style="list-style-type: none"> <li>-Early identification</li> <li>-Targeted intervention form Accelerated Reader (WAVES)</li> <li>-explicit teaching of strategies</li> <li>-teachers questioning pupils to apply key steps</li> <li>-summarising or identifying key points</li> <li>-metacognitive talk to model strategies</li> <li>-using graphic or semantic organisers</li> <li>-using peer and self-questioning strategies to practice the strategies (such as reciprocal questioning); and</li> <li>-pupils monitoring their own comprehension and identifying difficulties themselves</li> </ul>		<p>KS3 class full text reader sets (3 sets) £400</p>
<p>10. Individual intervention to engage students in enrichment programmes to raise aspiration and learn new skills</p> <p><i>When implementing aspiration interventions, Northumberland PRU considers:</i></p> <ul style="list-style-type: none"> <li><i>-Guidance on the knowledge, skills, and characteristics required to achieve future goals.</i></li> <li><i>-Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy.</i></li> <li><i>-Opportunities for pupils to encounter new experiences and settings.</i></li> <li><i>-Additional academic support.</i></li> </ul>	<p>EFF research indicates that aspiration approaches are diverse and may focus on parents and families, teaching practice or out-of-school interventions or extra-curricular activities involving peers or mentors.</p> <p>Northumberland PRU will concentrate on:</p> <ul style="list-style-type: none"> <li>-Arts participation</li> <li>-Aspiration intervention</li> <li>-Behaviour interventions</li> <li>-Extending school time</li> <li>-Feedback</li> <li>-Homework</li> <li>-Individualised instruction</li> <li>-Learning styles</li> </ul>	<p>A,C,E,H</p>	<p>Remote learning resources (Photocopies) £1,000</p>

	<ul style="list-style-type: none"> <li>-Mastery learning</li> <li>-One to one tuition</li> <li>-Setting and streaming</li> </ul>		
11. Continue to use tracking and monitoring of the achievement levels of disadvantaged students	Internal Northumberland PRU research suggests our internal data tracking systems are fit for purpose. A new software packages have been introduced since September '22 to improve tracking of student progress and attendance.	A,B,E	PRISUM Assessment SLA £8,000
12. Continue to provide financial support to enable purchase of revision resources  <ul style="list-style-type: none"> <li>-Purchase of key texts</li> <li>- Revision guides</li> <li>- Study guides</li> <li>- Past examination paper</li> </ul>	Internal Northumberland PRU research indicates positive outcomes to this strategy over past two years. Disadvantaged students are provided with revision guides at no cost to support them in their independent study, diminishing a barrier to access to learning resources at home.	A,C	Resource costs (CPG core books) £143
13. Disadvantaged students to have an intended destination for work, training or further education (CEIAG)  <ul style="list-style-type: none"> <li>-Disadvantaged students to have a priority careers interview before the end of the Autumn Term Y9.</li> <li>-Careers Education to be delivered as part of the Y7-Y10 Careers curriculum Employer engagement through the CEIAG plan.</li> <li>-Disadvantaged students to be prioritised on the Careers RAG tracker.</li> <li>-Year 9 Options selection parent/carer information events promoted.</li> </ul>	<p>Northumberland PRU maximises opportunities to develop students' cultural capital and improve student's understanding of British Values. Senior Leaders ensure the core and wider curriculum provides opportunities to address barriers caused by social disadvantage.</p> <p>Northumberland PRU continues to deliver our comprehensive CEIAG programme. The PRU is working towards the eight Gatsby benchmarks for careers support of which a number are currently fully met.</p>	H	Northumberland PRU bespoke Careers Lead (Staff) CEIAG Action Plan CEIAG Programme of Study

<p>14. Develop and embed increased significance of Homework across all year groups to support student progress and reduce gaps in learning between Disadvantaged and non-Disadvantaged students</p> <p><i>-Curriculum planning to incorporate quality homework activities</i>  <i>-Holiday work packs to be developed to stretch and challenge students throughout the academic year.</i>  <i>-Additional academic/cultural enrichment opportunities after school and during holiday periods.</i>  <i>-Online learning platform to be further developed</i></p>	<p>EFF research indicates that the quality of the task set appears to be more important than the quantity of work required from the student. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The studies reviewed with the highest impacts set homework twice a week in a particular subject. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p>	<p>A,B,C,H,I,J,K</p>	<p>Development of Google Classroom and in-school Google Drive homework platform (SLA already in place)</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ XXXXX

Activity	Evidence that supports this approach	Challenge number(s) addressed	Support/Financial implications
<p>15. Further increase parental engagement and attendance at school events</p>	<p>EFF research states the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>There is also some evidence that personalised messages linked to learning can promote positive interactions.</p>	<p>A,B,C,E,H,I</p>	<p>Purchase of on-line parent evening software £2,500  Year Group parent/carer information evenings  Half-termly letters  Regular newsletter  Parent voice surveys (Termly)</p>

<p>16. Further improve the attendance of disadvantaged cohort to be in line with national average for non-disadvantaged Continue to reduce the number of disadvantaged students becoming PA</p> <p><i>Attendance team to prioritise disadvantaged students in daily interventions and communication with home – first day calls to be prioritised for identified students (Below 94%)</i></p> <p><i>Vulnerable Students meetings to prioritise identified students</i></p> <p><i>Parents Evening and parent attendance meetings</i></p> <p><i>Attendance interventions to be included in all subject area data meetings Intervention lists of identified students to be prioritised in weekly attendance tracker</i></p>	<p>Direct correlation between attendance and outcomes. Disadvantaged student nationally show lower attendance levels than non-disadvantaged students.</p> <p>Disadvantaged students with attendance lower than 95% underperform historically within Northumberland PRU</p>	<p>C,G,H</p>	<p>Rewards £3,800</p> <p>School Intervention counsellor £25,000 (Funding secured externally via ESLAC team)</p> <p>Text Messaging Service (First morning response) - £225</p>
<p>17. Reduce suspension and exclusion rates for disadvantaged students to bring in line with national average for non-disadvantaged students. Repeat offenders to be significantly reduced. No disadvantaged students to be permanently excluded from Northumberland PRU</p> <p><i>-Introduce a new Inclusion provision to enable targeted 1:1 intervention and support</i></p> <p><i>-Implement new Behaviour for Learning system</i></p> <p><i>-Implement a new rewards and incentives scheme, designed to drive up standards,</i></p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Eff research indicates approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p> <p>Impact seems to apply across the curriculum with slightly greater impact (+5 months) for mathematics than literacy or science.</p>	<p>C,D,E</p>	<p>ED Psych time</p>



<p><i>attendance, effort and behaviour in the classroom. It will also encourage students to attend enrichment opportunities in order to further develop skills</i></p> <p><i>-Staff CPD delivery relating to Behaviour management and de-escalation techniques</i></p>			
<p>19. Increase the levels of Personal Development for all Disadvantaged students</p> <p><i>-SLT to ensure that disadvantaged students are a priority in terms of attendance, behaviour, progress</i></p> <p><i>-Ensure that all staff are fully aware of who the disadvantaged students are within each cohort Form Tutors, Behaviour Lead and SLT to use 'Celebration' events Week to be used to support disadvantaged students in recognising participation and achievement</i></p> <p><i>-Behaviour Lead/Form Tutors are the key staff to ensure the support provision for DS is of the highest quality</i></p>	<p>Raising aspirations by providing disadvantaged students with the necessary study skills and greater engagement from parents/carers will have a positive impact on student attendance, engagement and outcomes.</p>	<p>E,F</p>	<p>Enrichment provision/resources/equipment £5,000 Horseriding/Tutoring</p>
<p>20. Ensure the transition process is informative and supportive of all disadvantaged students joining Northumberland PRU in September 2022 and throughout the year</p> <p><i>-Disadvantaged students to be prioritised in relation to information sharing with key Northumberland PRU staff</i></p>	<p>Successful transition will ensure a smooth start and reduce the likelihood of problems in advance of September 2022.</p>	<p>A,C,E,H</p>	<p>Transition team time out in base schools</p>

<p><i>-Students with attendance and behaviour concerns to be referred to the relevant teams to allow for early intervention</i></p>			
<p>21. Increase the levels of Cultural Awareness for all Disadvantaged students</p> <p><i>-Develop Personal Development and Cultural Awareness using the 'Arts Mark' and 'Culture Bridge' initiatives running across the school</i></p> <p><i>-Provide opportunities for Disadvantaged students to experience cultural experiences One cultural experience or trip to be provided for each cohort</i></p> <p><i>-Encourage outside providers to work with Northumberland PRU to provide wider cultural experiences for students i.e Dance City, The Sage, The Baltic</i></p>	<p>EFF research states that average impact of arts participation on other areas of academic learning appears to be positive (3+ months) progress.</p> <p>Increasing the exposure to and experiences of cultural experiences will help improve ambition and aspiration amongst disadvantaged students (Scholarly 'Reviews of Cultural Education')</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>C,E,F,H</p>	<p>Funding for schemes (Newcastle United Foundation) / speakers <b>£1,000</b></p>
<p>22. Ensure disadvantaged students have the opportunity to access extra-curricular activities, trips and internal school activities/initiatives</p> <p><i>-Enrichment programme to be prominently displayed within school and also on the Northumberland PRU website</i></p> <p><i>-Participation/registering and monitoring of disadvantaged students taking part in all enrichment activities and trips recorded</i></p> <p><i>-Contact made with parents/carers of disadvantaged to discuss enrichment opportunities and ensure that students are not</i></p>	<p>EFF research suggests that all students should have the opportunity to broaden their experiences through the extra-curricular and trips that are offered by Northumberland PRU.</p> <p>No student should be excluded due to financial barriers and Northumberland PRU believes subsidisation should be deployed to prevent barriers for individual/cohorts of students.</p>	<p>A,C,E,F,H</p>	<p>External trip bursary scheme <b>£4000</b></p>

<p><i>excluded due to financial difficulties</i></p> <p><i>-Disadvantaged students to access subsidised rates of cost in order to participate in residential trips</i></p>			
<p>23. Improve the outcomes of all students, but in Key Stage 3 and diminish the differences between disadvantaged and other students in terms of both attainment and progress</p> <p>- Grants/subsidies for FSM students to allow them to access high quality uniform when home circumstances prevent uniform being purchased to comply with the Northumberland PRU uniform policy</p> <p>-Free Breakfast on arrival to Northumberland PRU for all FSM students (This approach is taken for all Northumberland PRU students as part of our award winning universal offer)</p>	<p>Students are eligible for Free School Meals and the school does not wish to burden families with additional costs associated with schooling for their child, specifically:</p> <p>-school uniform costs</p> <p>-breakfast provision</p>	<p>C,H</p>	<p>Northumberland PRU Uniform fund - <b>£2,500</b></p> <p>Breakfast Program <b>£2,730</b></p>

**Total budgeted cost: £96,371**  
**£62,146**  
**£21,755**  
**£180,272**

## 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 students in the 2020 to 2021 academic year.

The Secretary of State for Education, Rt.Hon. Gavin Williamson MP announced in January 2021 that all schools within the United Kingdom would close to all students except from those whose children are critical workers and the most vulnerable students from Monday 4<sup>th</sup> January 2021 due to the outbreak of COVID-19. Due to this decision, the impact of the intervention put in place by Benfield School will not be able to be effectively tracked and evaluated. Monies designated for barriers to learning and external barriers have been diverted to assist with interventions. The exact cost of these interventions is not yet known due to the ongoing COVID-19 outbreak in the United Kingdom. Benfield continued to divert funding to support the educational provision offered to our students at home and ensuring that the most vulnerable are provided with their free school meal entitlement.

**NB: Northumberland PRU received no Pupil Premium Funding for academic year 2020-21 with all funding maintained by student base schools.**

Summary information					
School	Northumberland PRU				
Academic Year	2020/21	Total PP budget	£0	Date of most recent PP Review	June '23
Total number of students	24	Number of students eligible for PP	-		