

Pupil premium strategy statement – Newfield Secondary 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	1041
Proportion (%) of pupil premium eligible pupils	36.9%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	R. Hollingsworth
Pupil premium lead	D.Leatherday
Governor / Trustee lead	A.Quaile

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£407,873
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£407,873

Part A: Pupil premium strategy plan

Statement of intent

36% of Newfield School pupils qualify for pupil premium (PP) funding which is a sizeable proportion of the whole school population. At Newfield School we expect our pupils to make the same level of progress regardless of their background, but we appreciate we have a trend that suggests this is not always the case and are working to address this.

Our whole school priorities are aimed to support the most vulnerable pupils in making progress.

Whole School Priorities			
Safe, calm school	Disruption free learning	Increase basics for English and Mathematics at 5+	Close Pupil Premium gaps in all subjects

Pupils eligible for the Pupil Premium are statistically more vulnerable to underachievement in standardised assessments, higher rates of exclusion, poorer attendance, and less favourable life outcomes after leaving school. Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. Therefore, a substantial proportion of our Pupil Premium funding is directed towards ensuring that pupils attend, can access and engage in high-quality, mainstream classroom teaching.

Our principles and aims for Pupil Premium spending are informed by research evidence that demonstrates effective support for disadvantaged pupils to achieve highly. In particular, our approach is guided by the evidence-based strategies outlined by the Education Endowment Foundation (EEF).

Principles

- Every pupil should be curious and have a thirst for knowledge; every staff member should nurture this desire for academic discovery regardless of background.
- We value our community and accept our responsibility to ensure that all pupils have a sense of belonging in our school.
- All pupils should succeed through commitment and our relentless ambition as a school for them.
- We all accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.
- Improving the attainment of disadvantaged pupils is a whole school target.

Aims

The allocated funding will:

- Raise the attainment and progress of our disadvantaged pupils by providing learning resources, specialist staffing, high quality intervention and quality first teaching.
- Improve the behaviour and attitude of pupils so that they value our community and demonstrate a thirst for knowledge.
- Improve the attendance of pupils so that they benefit from quality first teaching and in-school support and interventions.
- Ensure a parity of opportunity within school compared to their more affluent peers.

Challenges

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

Challenge number	Detail of challenge
1	Pupils make less progress than other pupils in their cohort and pupils nationally.
2	A significant number of disadvantaged pupils have lower reading ages than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
3	The levels of deprivation within parts of the catchment provide challenges and limits some opportunities open to pupils (e.g. high crime rate, housing quality, transport costs). 28% of the cohort are from Gleadless Valley- identified as a priority area, where the reading age is 9 on average.
4	Attendance rates of PP pupils are below their non-pupil premium (non-PP) peers. Data shows that PP pupil attendance for 2024-2025 was 88.6% compared to 92.5% for non-PP.
5	Some PP families are hard to reach and have a lack of trust in educational and institutional establishments, resulting in a distrust and lack of support for Newfield School. This impacts negatively on pupil outcomes.
6	The number of suspensions of PP pupils is higher compared to non-PP students.

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
The gap between PP pupils and the national average for non-PP pupils is reduced through high quality teaching and learning and interventions where required.	The Progress 8 achievement gap between PP pupils and non-PP pupils is closing and moving towards the national average for non-pupil premium pupils.
PP pupils are supported in their career plan and with their mental health to ensure that aspirations are raised, and self-esteem is high.	<ul style="list-style-type: none"> - Destination data shows all pupils are on appropriate progression pathways. - Ambitious curriculum is in place that enables all to access the full range of opportunities post 16. - FTE suspension data is reduced and in line with non-pupil premium peers. <p>A robust personal development curriculum is in place that is accessed by all pupil premium</p>

	pupils. This will be evidenced through quality assurance activities, book scrutiny and student voice data.
PP pupils are as curious, socially mobile as non-PP pupils and acquire the cultural capital required to succeed in life.	<ul style="list-style-type: none"> - Destination data shows all pupils access appropriate post-16 courses and therefore demonstrates that all pupils have access to appropriate careers guidance and curriculum and personal development opportunities. <p>Participation rates in trips and extracurricular show pupil premium attendance is in line with all pupils.</p>
Attendance for PP pupils improves, and the gap reduces with non-PP pupils. There are fewer exclusions for PP pupils.	<p>Attendance rates for PP pupils are increasing year on year and are close to being broadly in line with all pupils. The PP attendance is above the attendance rate for PP pupils nationally. In some years, this is significantly above (Y7 and Y8 were 3% above).</p> <p>Further improving attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> - the overall attendance for all pupils being in-line with, or greater than, the national average for attendance and the attendance gap between PP and non-PP pupils will be significantly reduced so there is little difference between the average attendance - The percentage of pupils who are persistently absent is reduced to below the national average for persistent absenteeism and the figure among PP pupils is reduced so that there is little difference from non-PP pupils
Improved reading, decoding and intervention comprehension among disadvantaged pupils. To include improved reading ages for targeted cohorts.	Reading comprehension tests, and particularly the New Group Reading Test (NGRT), will indicate improved reading ages and comprehension skills among disadvantaged pupils.

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: £209,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning, Curriculum</p> <p>Implementation of a knowledge rich bookletised curriculum to ensure consistent delivery high quality education.</p> <p>Implementation of the Newfield Principles ensures that direct instruction and quality direct instruction is the model for teaching at Newfield School.</p> <p>Ensure stand up desks and visualisers are in all classrooms to ensure high quality modelling is at the basis of all lessons.</p> <p>Implementation of homework systems including Sparx Reader, Sparx Maths and detentions.</p>	<p>Evidence from the Sutton Trust shows that those from disadvantaged backgrounds stand not benefit even more than their peers from high quality teaching. Poor teaching compared to highly effective teaching has nearly half a year of impact on progress.</p> <p>EEF Pupil Premium high quality teaching</p> <p>A knowledge rich curriculum that embeds high quality disciplinary reading into lessons is aimed to close the reading and cultural capital gap.</p> <p>The importance of a knowledge rich curriculum (gov.uk)</p> <p>Direct instruction is evidenced as the most effective approach to meeting the needs of underperforming pupils.</p> <p>Chartered College Direct Instruction</p> <p>This EEF document highlights the most effective ways to embed literacy to close the disadvantaged gap, embedding disciplinary literacy being the first point.</p> <p>EEF Literacy</p> <p>Evidence from the EEF show that homework this can have impact on progress of 5+ months.</p> <p>EEF Homework</p>	<p>1,2,3</p>

<p>CPD</p> <p>All teachers are provided with regular Deliberate Practice (direct instruction CPD) and rehearsal time.</p> <p>There is a focus on participation and direct instruction under the Newfield Principles but CPD is also responsive to pupil needs.</p> <p>Three teachers are on the Exemplary Teaching course and are starting Coaching which will be rolled out whole school over the next two years supporting all teacher development through high quality CPD.</p> <p>Regular learning walks and feedback are conducted by SLT to support continuous teacher development.</p> <p>Recruitment and Retention</p> <p>Three Teach First teachers have been employed at the school and school leaders work with a range of ITT providers to further drive the recruitment of high-quality teachers and ensure pupils can access courses suited to their needs and interests.</p>	<p>The EEF state that ‘High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key.’ CPD and Coaching continuously drives improvement of teaching.</p> <p>EEF Pupil Premium high quality teaching</p> <p>Employment and training of new teachers ensures our pupils can access teaching for subjects suited to their needs and aspirations.</p>	<p>1,2,3</p>
<p>Assessment and feedback</p> <p>Embed a whole school assessment and feedback cycle.</p> <p>Purchase of standardised diagnostic assessments. This will include:</p> <ul style="list-style-type: none"> - CAT4 assessment with Year 7 - PASS survey - NGRT for key year groups 	<p>Ensuring all pupils are regularly assessed in their subject, provided with feedback on how to improve and used by teachers to inform planning will further improve the quality of teaching. Effective feedback can support in closing the disadvantage gap and is evidenced to make 6+ months impact.</p> <p>EEF Feedback</p> <p>Standardised assessment provides reliable insights into specific strengths and weaknesses of each student to help ensure that the necessary support, intervention and help can be implemented throughout the academic year.</p> <p>EEF – Assessing and monitoring pupil progress</p>	<p>1,4,5</p>

<p>In class support</p> <p>Ensure targeted pupils receive in class support from a HLTA or TA.</p> <p>Embed the use of Teaching Assistants to support pupils in staying in classrooms to access high quality instruction teaching, especially using regulation support.</p>	<p>The EEF toolkit indicates that teaching assistant interventions can have a moderate impact (+4 months) for a moderate cost.</p> <p>EEF – Teaching and Learning Toolkit</p>	<p>1,2, 6,</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £23,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading interventions</p> <p>Continue to develop the Thinking Reading programme to tackle reading disfluency and ensure all PP pupils can read fluently by the time they reach KS4.</p>	<p>Thinking Reading is a well evidenced programme that can support pupils in making 3 months progress per 30-minute session. The programme uses direct instruction and precision teaching.</p> <p>Thinking Reading</p> <p>The EEF toolkit outlines that reading comprehension strategies can have a very high impact (+6 months) for a very low cost.</p> <p>EEF – Reading comprehension</p>	<p>1, 2, 3, 5, 6</p>
<p>Bespoke interventions</p> <p>Continue to embed, develop and review specific interventions based on need and support required. These include but are not limited to pupils with SEND.</p>	<p>Where pupils require additional support small group or 1:1 interventions are evidence to support progress.</p> <p>EEF Targeted interventions</p>	<p>1-6</p>

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

Budgeted cost: £174,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour and routines</p> <p>Embed consistent high expectations around routines and means of participation in lessons to promote the progress of disadvantaged pupils.</p> <p>Implement teaching behaviours for learning (BEST, reset days, assemblies and using the Newfield Principles) and systems for site movement in transition and break times.</p>	<p>Promoting a calm and orderly school is a key priority for our school as it will support all pupils, especially the most vulnerable in their school life.</p> <p>Disruption free learning is another key priority for our school to ensure all pupils, especially the most vulnerable, can access high quality teaching.</p> <p>Research by Tom Bennett, Doug Lemov and Tom Sherrington support these approaches.</p> <p>Chartered College Expectations</p>	<p>1,2,3</p>
<p>Careers and next steps</p> <p>Ensure all Y11 have had at least one independent careers advice session.</p> <p>Ensure PP pupils are targeted and supported to attend Post-16 open evenings and events..</p>	<p>Sheffield Futures independent advice sessions with targeted PP pupils, provision personalised information and guidance has historically proven effective in improving the courses pupils go onto at post-16 (outlined in 5-year trends of P-16 data).</p> <p>EEF – Guide to pupil premium</p>	<p>1, 3, 5</p>
<p>Enrichment and opportunities</p> <p>Actively target PP pupils to attend trips, visits and enrichment activities.</p> <p>Ensure financial support is made available for PP pupils to ensure they can take part in enrichment opportunities.</p>	<p>Current internal data shows that the proportion of PP pupils attending enrichment, extra-curricular activities and trips is too low. EEF evidences that increased attendance to enrichment increases mainstream school attendance.</p> <p>We aim to increase our pupils' cultural capital and aspirations. In turn, this will support attendance and pupil engagement. Evidence from the Child Poverty Action Group supports this strategy.</p>	<p>1,3,4,5,6</p>

	Child Poverty Action Group	
<p>Attendance</p> <p>Prioritise PP pupils and families for attendance meetings where required.</p> <p>Pupils work with a targeted member of staff on the barriers to learning and attending. Review meetings take place and progress tracked closely.</p> <p>Increase the number of staff working on attendance to ensure that all pupils are supported to be in school.</p>	<p>Attendance is the biggest barrier to making expected progress. Evidence shows that there is a clear link between pupil attendance and pupil achievement.</p> <p>DfE Attendance</p>	4, 5
<p>Community and pastoral care</p> <p>Continue to offer Breakfast Club free to each PP pupil and encourage attendance to families who will benefit.</p> <p>Ensure there is ample spare uniform and equipment, including ingredients for Catering, available for pupils to access where required.</p> <p>Every year group to have a dedicated head of year (non-teaching) who are supported by a director (teaching). This provides tailored and timely pastoral support to all pupils.</p>	<p>Evidence shows that breakfast clubs support pupils in attendance, punctuality and more focussed learning.</p> <p>DfE Breakfast Clubs</p> <p>Supporting families with school costs also targets attendance and family engagement.</p> <p>Child Poverty Action Group EEF Supporting parents</p> <p>Pastoral support is key in identifying and addressing a range of barriers to pupils accessing education.</p> <p>EEF Wellbeing</p>	1, 3, 4, 5, 6

Total budgeted cost: £407,986

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A8 data from 2025 outcomes shows a continued gap between disadvantaged pupils' outcomes compared to their peers (31.9 compared to 47.9). PP outcomes are still a concern and a priority for Newfield. However, strategies implemented (e.g. use of BEST, Period 6 and targeted PP intervention) are starting to have impact and show improving trends, particularly in measures of the basics. Predictions for the 25/26 academic year are 55.4% 4+ EM, 38.5% 5+ EM and an average A8 grade of 4.21. These would be significant shift from the previous academic year and historically, Year 11 predictions have been accurate, which gives us confidence in this data.

A particular priority for Newfield School continues to be an increase the number of pupils' achieving 5 or above in English and Maths GCSE as this has been below national average for the last two years.

In addition to this, key areas of PP underperformance have been in Maths and with Science value added data. However, we are also seeing an improving trend here based on the last two years and predictions for 2026. This can be seen in the data outlined below:

Key Group	2024 Figures	2025 Figures	2026 Predictions
Maths A8 PP	7.4	9.7	10.2
Science VA PP	-0.58	0.06	0.16

This improving trend and targeting of PP strategies in these strategic areas is starting to show impact and a narrowing of the gap between PP and non-PP pupils. This will be an ongoing focus of strategies that are implemented.

Attendance has steadily improved for pupil premium pupils. At the end of term 5 in 2024/25 the attendance for this group had increased to 88.6%, which would put them above the national average for PP pupils. Whilst the gap needs closing further to all pupils, the trajectory is in the correct direction and demonstrates the impact of the investment in attendance and pastoral staff.

Analysis of post-16 courses shows that this remains relatively in-line with previous academic years. 92% have stayed in education, or went into apprenticeships or employment and this is above the Local Authority average of 89% and in-line with national figures. An increased proportion of pupils have gone onto A-level studies and accessed both Level 2 and Level 3 qualifications compared to the previous year, with a slight reduction in NEETs.