

Pupil premium strategy statement 2023 to 2024

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

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

School overview 2023 to 2024

Metric	Data
School name	Northampton School for Girls
Pupils in school	KS3&4 = 1413 KS5= 353
Proportion of disadvantaged pupils	KS 3=152 (18%) KS4=105 (19%) KS5=43 /353 (12%) Whole School= 300/1772 (17%)
Proportion of FSM students	221 =74% of PP (12% of roll)
Number of Children in Care	KS3&4 = 11 (1%), KS5 = 3 (0.8%)
Pupil premium allocation this academic year from DfE	£ 198,720
Pupil Premium budget allocation for 2023 to 2024	£223,946
Academic year or years covered by statement	Review of 2022-23 Strategic plan 2023 to 2026
Publish date	December 2023
Review date	Midyear January 2024 End of year July 24
Statement authorised by	Cristina Taboada-Naya
Pupil premium lead	Catherine Carré
Governor	Dawn Lewis

Pupil Premium Grant (PPG) funding rates for 2023 to 2024

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds)	£1,455	£1035	School
Pupils who have been adopted from care or have left care	£2,530	£2,530	School
Children who are looked after by the local authority	£2,530	£2,530	Local authority

Recovery Premium Grant (RPG)

The Recovery Premium Grant will continue to be issued to schools in the academic year 2023 to 2024. This funding is to provide an additional ‘boost’ to the Pupil Premium Grant to aid in recovering lost learning as a result of school closures. All schools eligible for the Pupil Premium will be eligible for this [Recovery Premium](#). Funding is allocated on a per-pupil basis, using the same criteria as the Pupil Premium.

The school will receive £276 for each eligible pupil.

There will be a minimum payment of £6,000 for secondary schools, regardless of the number of individual pupils eligible. DfE Guidance: Schools should use the Recovery Premium to fund evidence-based approaches to supporting pupils, including 'targeted academic support, such as tutoring'.

Funding overview for NSG 2022 to 2023

Detail	Amount
Pupil Premium funding for this academic year	£198,720
Recovery premium funding allocation for this academic year	£60,444
National Tutoring Funding	£14,917
Pupil premium and recovery funding carried forward	£0
Total budget for this academic year	£274,081

Pupil premium performance overview for last academic year 2022 to 2023

	2019	2020 (CAGs)	2021 (TAGs)	2022 (Adapted)	*2023 PP 51 students Disad 35 students
Progress 8 PP	-0.12 (Gap= 0.6)	0.13 (Gap=0.31)	1.18 (Gap =0.07)	<i>0.2 (Gap= 0.48)</i>	PP 0.13 (Gap=0.69) Disad -0.34 (Gap=1.01)
Ebacc entry PP (Non PP)	41% (50%)	36.1 (50.5%)	44.4% (51.6%)	30% (62.1%)	PP 51% (54%) Disadvantaged 43% (54%)
Attainment 8 PP	43 (Gap= 9)	46 (Gap= 11)	56 (Gap= 6)	45.9 (Gap=12.87)	PP 45.6 (Gap=5.65) Disad 39.3 (Gap 17.1)
Percentage of Grade 5+ in English and maths	33% (Gap=18%)	39% (Gap=16%)	53.7% (Gap= 14%)	37% (Gap=26.3%)	PP 39.3% (Gap = 26.1%) Disad 23% (Gap = 38%)
Ebacc 5+	2019 = 20% (Gap=11%)	2020= 13% (Gap=12%) CAG	2021=25.9% (Gap = 9%) TAG	2022 =24.5 (Gap =24.4%)	PP 25,5% (gap 9.2%) Disad 11% (Gap=24.4%)

*In 2023 51 Year 11 students were in receipt of the pupil premium, only 35 students were included as disadvantaged on the published figures

Part A: Strategy aims for pupil premium eligible pupils

Aim	Target	Target date
Progress 8	There is no gap between the progress score of PP students and non-PP. ALL students achieve a positive P8 score.	August 2024
Attainment 8	90% of PP students achieve their expected target grade and 50% of PP students achieve their aspirational target grade. PP students achieve above local / national average for attainment for all students.	August 2024
Percentage of Grade 5+ in English and maths	Achieve in the top 5% of schools nationally for the percentage of Grade 5+ in English and Maths	August 2024
Reading Age @ Chronological Grade	Reading age returns to the pre-pandemic level of 65% at chronological age by the end of Key Stage 3.	June 2024
Ebacc entry	PP & Non PP = 90%	Yr 9 choices April 2024
Attendance	Attendance of all PP students in Yr 7 to 13 meets the school target of 97%. The number of PP students who are Persistently Absent is reduced so that it is significantly below the national average.	August 2024

External challenges

We know that due to the economic impact of the pandemic, more children are likely to be facing challenges which indirectly impact on attainment, such as poverty or food insecurity, along with the stress of financial worries, and equitable access to technology.

The areas containing our catchment have worsened by 2 or 3 deciles since 2015. Three of the county's boroughs and districts contain a greater proportion of deprived Lower Super Output Areas (LSOAs) (deciles 1 and 2) than the 20% national division with Northampton being 23.3%.

Index of Multiple Deprivation (IMD) 2019 Profile: Northampton [LINK](#)

There are 422 LSOAs in Northamptonshire. Of these, 24 LSOAs are amongst the top 10% most deprived in England and 38 fall within decile 2 nationally. Thus, 62 (14.7%) of the LSOAs in Northamptonshire are amongst the top 20% most deprived nationally. The equivalent figures in 2015 were 29, 40, 69 and 16.4% respectively, although 20 LSOAs have moved within, into or out of this group. Exactly half of the 2019 deprived LSOAs are found in Northampton. Across England as a whole, the index will, of course, place 20% of LSOAs within deciles 1 and 2.

Three of the county's boroughs and districts contain a greater proportion of deprived LSOAs (deciles 1 and 2) than the 20% national division. These are Corby (29.3%), Northampton (23.3%) and Wellingborough (21.3%). South Northamptonshire has no deprived LSOA in the top 20% of deprived counties.

In 2023, 23.8% of pupils were eligible for free school meals, up from 22.5% in 2022. This represents over 2 million pupils. In the East Midlands in 2023, 23.1% of pupils were eligible for free school meals compared to 21.5% of all pupils in 2022. Whilst the number of pupils eligible for free school meals was already increasing prior to the pandemic, the increase from January 2020 to January 2022 stands at 450 000 pupils. This is three times the increase from 2019 to 2020 and there has been a further increase in 2023 [LINK](#).

We have a truly representative Northamptonshire cohort at NSG. In 2023 our new Year 7 were distributed from 80 different primary schools.

Challenges

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

Rationale:

This school is committed to closing the attainment gap between disadvantaged students and their peers, our educational aims are the same for all. Evidence demonstrates that great teaching and careful planning can make a huge impact on the outcomes of students in receipt of the Pupil Premium Grant. Improved levels of achievement for pupil premium students will improve their chances for economic wellbeing through improved labour market outcomes, this will also translate into better economic productivity for the country. We are committed to:

- Making our broad and ambitious curriculum accessible to every student
- Ensuring all subject staff know their students well, use their subject expertise, along with quality teaching and learning provision to respond to the accurately diagnosed needs of students, whatever their prior attainment
- Implementing additional support and intervention where necessary to assist students in closing the gaps in their learning
- Working closely with parents and carers to keep them informed of their child's progress

NSG can make a difference	Curriculum	Quality first teaching	Targeted academic support	Wider strategies
The attainment and progress for PP students have improved from the last published outcomes in 2019. There is a growing number of students who are in receipt of the pupil premium who do not classify as disadvantaged. This provides an opportunity for further highly focused intervention for the remaining disadvantaged students.	The curriculum will provide students with educational excellence so that they can access university, higher education, employment, or an apprenticeship. Our enriched curriculum will give students the cultural literacy and cultural capital they need to become active citizens in society and further their aspirations and ambitions.	Recruitment and evidence informed CPD will ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. Teachers will deliberately practise pedagogical approaches that have been selected as having the best chance of addressing the learning needs of the Pupil Premium students they teach. This will be supported with instructional coaching throughout the year.	Students who have fallen behind or who are not making good progress will benefit from highly targeted, evidence informed, intervention. We will target Pupil Premium students of all abilities, particularly those with high prior attainment. Evidence shows that disadvantaged pupils with high attainment are especially at risk of under-achievement.	The pastoral system will work to address the most significant barriers to success in schools such as; attendance, behaviour and social and emotional wellbeing. Pupil premium students will benefit from the cultural capital gained from an extensive programme of extracurricular activities and experiences. This, in turn, will improve their engagement with learning and access to the academic curriculum.

High Quality Teaching

Measure	Evidence
Challenge 1: Making our broad and ambitious curriculum accessible to every student with High Quality Teaching so that the progress and attainment gap closes.	<p>The Education Endowment Fund has identified that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Pupil premium students must not, however, be seen as a homogenous group (Allen, 2018). The learning needs of each pupil premium student must be accurately diagnosed so that teachers can respond with expertise in the way they implement the curriculum.</p> <p>Through continued review of the curriculum, evidence informed continued professional development, instructional coaching to facilitate regular dialogue about “great teaching” (Coe et al, 2020), and close monitoring and evaluation of the quality of education, progress and attainment will improve.</p>

	Action	How	Q A/who/when	Impact Measure
1.1	Identify how the curriculum needs for pupil premium students can be met so that they know more, can remember more and do more.	<ul style="list-style-type: none"> • Use of standardised diagnostic assessments for Years 7, 8 and 9 to provide reliable insights into the specific strengths and weaknesses of each student to allow teachers to respond to learning needs and to ensure students receive the correct additional support through interventions • The Head of Academic Standards (HoAS) for each year group will track data on SEMH, wellbeing, academic performance and SEND. They will monitor that subject leaders and class teachers are responding to the needs of each pupil premium student • HoAS will lead a fortnightly “let me introduce you to...” to all teachers so that they engage with the detailed diagnosis for each pupil premium student • Faculty and department meetings will have a fixed agenda item on pupil premium. This will be monitored through the completion of a Quality of Education Improvement Plan (QoEIP) • Faculties will regularly update their QoEIPs outlining their provision in terms of curriculum accommodations, responding to individual learning needs, responding to barriers to learning and progress tracking • Continue to over staff English, Maths and Science to reduce class sizes in KS4 Academic Mentors for targeted Year 11 PP and PP disadvantaged students to closely monitor and address barriers to learning to support rapid improvement in attainment 	<ul style="list-style-type: none"> • AHT responsible for data, HoAS, lead for reading and intervention and HoF, will analyse and interpret data and share findings with classroom teachers • Termly review of QoEIP after each data drop • HoAS fortnightly briefing “Let me introduce you to...” • Fortnightly faculty meetings • Half termly review meetings will take place between the Heads of Faculty and their senior team link • DH to identify and recruit Academic Mentors with a proven track record of accelerating progress of PP students 	<ul style="list-style-type: none"> • Staff will be held accountable for identifying the learning needs of the pupil premium students they teach and responding with evidence based best practice • Monitoring and evaluation, along with progress measures and outcomes, will evidence that the school is on track to meet the school targets as outlined above

1.2	<p>Implement a quality assured, evidence based CPD programme to support quality first teaching to address the identified learning needs of pupil premium students. This will form an integral part to the school's formative approach to performance management.</p>	<ul style="list-style-type: none"> • All teachers will receive instructional coaching and feedback on evidence-informed teaching strategies selected as having the best chance of responding to the diagnosed needs of the Pupil Premium students they teach. This will follow the ADAPT model (Sherrington, 2020) • All teachers will access subject specific training. Every subject has a qualified examiner, they will lead CPD within subjects including moderation of marking • Internal training delivered by expert practitioners on evidence based best practice for identifying learning needs and barriers to learning, curriculum development, teaching to the top and scaffolding back (Sherrington, 2017), improving literacy in Secondary Schools (EEF) and effective pupil premium practice in schools (Henshaw, SecEd Dec 2020) 	<ul style="list-style-type: none"> • External school improvement consultants - June 2021, June 2022 • Expert Practitioners - teacher training days, termly directed after school CPD, fortnightly 6 minutes of CPD • Professional Review and Professional Improvement cycle (performance management) to include three lesson observations and feedback, time for deliberate practice to respond to feedback and engage with the evidence base about best practice • supported with Sherrington's Walkthrus, three coaching conversations and two informal check-in meetings 	<ul style="list-style-type: none"> • Monitoring and evaluation, along with progress measures and outcomes, will evidence that evidence informed quality first teaching is being implemented
1.3	<ul style="list-style-type: none"> • Implement a robust monitoring and evaluation strategy to quality assure the actions and to evidence impact. 	<ul style="list-style-type: none"> • Monitoring and evaluation will include learning walks, work scrutiny, student and teacher panels. This will be triangulated with progress data • Monitoring and evaluation will be validated by an external school improvement consultant • Deep dives will be conducted to review the curriculum and develop a rapid improvement plan for the improved progress and attainment of pupil premium students - June 2021, June 2022, Sept 2023. • Robust and reliable data, along with detailed analysis will accurately identify areas requiring improvement • QoEIPs will ensure that strategies for improvement are dynamic and respond to need with speed throughout the year 	<ul style="list-style-type: none"> • Senior Leaders, Heads of Faculty, Heads of Academic Standards and Middle Leaders will conduct monitoring and evaluation activities half termly. These will be triangulated with progress data on a termly basis • QoEIPs will be updated on a termly basis • External school improvement consultants will conduct Deep Dives June 2021, June 2022, June 2023, June 2024 AHT leading on Data and Quality of Education 	<ul style="list-style-type: none"> • Data will be reliable and accurate. The information this provides will be used to implement highly targeted interventions • Monitoring and evaluation, along with progress measures and outcomes, will evidence that the school is on track to meet the school targets as outlined above • QoEIPs will be bespoke to each pupil premium student identified with measurable targets

Research Evidence				
Wlakthrus 5 step guide to instructional coaching Sherrington, T. Great Teaching Toolkit Coe etal DfE Pupil Premium Overview DfE Pupil Premium Guidance for School Leaders EEF Guide to the Pupil Premium EEF Evidence Brief EEF Tiered Model and Menu of Approaches Diagnostic assessments EEF Effective Professional Development EEF Effective Professional Development summary poster				
Budget allocation Priority 1: £62 582				
Measure		Evidence		
Challenge 2: Eliminating reading poverty & recovering pupil premium students' Reading Age (RA) inline with Chronological Age (CA)		<p>In 2022 and 2023 KS2 attainment in all of reading, writing and maths remained unchanged with 59% of pupils meeting the expected standard. This is down from 65% in 2019 (before the pandemic).</p> <p>We know that success in a subject is grounded in a child's ability to read and comprehend and apply new knowledge. We know that literacy is not the sole remit of the English teachers and that adopting disciplinary literacy will support teachers in all subjects with strategies to help students read, write, and communicate effectively (EEF KS3&4 literacy guidance). We know that where intervention is specifically targeted it is more effective.</p>		
	Action	How	Q A/who/when	Impact Measure
2.1	Implement the New Group Reading Test (NGRT) as a standardised assessment that reliably measures reading skills against the national average.	<ul style="list-style-type: none"> Share reading age data with staff as part of the diagnostic overview of pupil premium students Implement focused reading strategies in Year 7 and 8 which will be achieved through library lessons, the Active Reading tutor programme and implementation of Active Reading strategies within subjects 	<ul style="list-style-type: none"> All tutors and teachers to receive CPD from literacy and intervention lead along with SLE for literacy across the curriculum English teachers deliver the library lesson every week following a 4 week rotation of activities SEND and low ability readers are supported by a dedicated literacy LSA 	<ul style="list-style-type: none"> Students recover their % Reading Age (RA) at chronological Age (CA) to pre covid levels where 65% of PP students have a RA equivalent to their CA by the end of KS3 More books are loaned to PP students during the academic year than in previous years
2.2	Continue to implement the tiered approach to intervention for improving reading	<ul style="list-style-type: none"> Tier 1. For students who are chronically behind. Tier 2 Students who are behind where they should be. Tier 3 All students will achieve high standards of literacy through quality first teaching under the premise that every teacher is a teacher of literacy and numeracy. 	<ul style="list-style-type: none"> Tier 1 These students will receive literacy/numeracy/EAL intervention as part of the inclusion process. Key focus: vocabulary and writing development Tier 2 This intervention will be supported with extra tuition as part of the National Tuition Programme Tier 3 	<ul style="list-style-type: none"> Successful access to the curriculum and PP vs Non PP gap is reduced, evident in data tracking for Years 10 & 11. Improved achievement at grade 5+ in Maths and English in August 2024 outcomes. Improved achievement for pupil premium with high prior attainment at grades 7 to 9

			<p>This will include tutor time learning activities produced by the SLE for literacy and numeracy</p> <ul style="list-style-type: none"> • Whole school CPD to support class teachers to teach high standards of vocabulary, standard English, SPAG. Every teacher needs to role model good oracy “Developing reading, writing and oracy are absolutely fundamental to every teacher’s approach to pedagogy”(David Didau) 	
2.3	<p>The Reading and Intervention Lead will review and refine whole school literacy intervention to support lost learning for PP students and reduce attainment gaps. The Numeracy and Intervention Lead will develop whole school numeracy intervention to support lost learning for PP students and reduce attainment gaps.</p>	<ul style="list-style-type: none"> • Continue to implement disciplinary literacy across faculties • Continue to develop oracy, academic reading and writing • Develop literacy in Mathematics • Targeted intervention for English and Maths using the NTP 	<ul style="list-style-type: none"> • Fortnightly faculty meetings to include strategic planning for improved literacy • 6 mins of CPD produced termly • Lead for literacy and intervention to arrange NTP for English and reading, closely quality assured • Lead for numeracy and intervention to arrange NTP for Numeracy 	<ul style="list-style-type: none"> • Success in numeracy is tracked and celebrated in termly assemblies • Embed disciplinary literacy across faculties • Embed numeracy across the curriculum so that students transfer their skills and apply their maths with ease • Improved outcomes in the basic measures • More high prior attaining pupil premium students will achieve grades 7 to 9

Research Evidence

[Pupil Premium Guide | Education Endowment Foundation | EEF](#)

[Andrew Quigley - Reducing the Reading Gap | Disciplinary literacy | National Literacy Trust](#)

EEF Blog: What do we mean by 'disciplinary literacy'? Improving Literacy in Secondary Schools | EEF

EEF’s Pupil Premium guide, [EEF - Improving Mathematics in Key](#)

[Stages Two and Three – Recommendations Summary](#)

Budget allocation Priority 2: £42 551

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Balancing intervention time against teaching timetable • All staff engaging with CPD so that it impacts on practice for QFT • Poor engagement from students • Impact is not great enough to maintain student’s engagement in their learning • Inconsistency in quality first teaching
Projected spending	£105 133

Targeted Academic Support

Measure	Evidence
<p>Challenge 3: Mitigating the pandemic impact on our pupil premium students has been, and will continue to be, a major focus. We fully understand that the impact of the pandemic has not been felt equally across all our students and their families. We will continuously monitor progress and attainment to facilitate a rapid, well targeted response to any gaps in learning identified. We must also pay particular attention to PP students who will be classified as disadvantaged in the 2024 outcomes.</p>	<p>The Education Endowment Fund in their meta analysis of the research into the impact of Covid-19 evidenced that the gap between pupil premium students and non pupil premium students has widened as a result of the pandemic (EEF, 2021)</p>

	Action	How	Q A/who/when	Impact Measure
3.1	<p>Maximise the potential of 1:1 / small group tuition for PP & SEND students Recruit subject specialists to deliver school led tutoring programme</p>	<ul style="list-style-type: none"> Utilise the National Tutoring Programme (NTP) funding and facility In house tutoring staff support vulnerable learners across the curriculum Targeted and specific intervention strategies employed Reading projects set over summer holidays Rigorous and timely tracking informs intervention strategies for our vulnerable students. Use of walking-talking mocks Students receive specialist support for time management and organisation with academic mentoring 	<ul style="list-style-type: none"> HOF , subject leaders, Head of Academic Standards NTP school led tutors Senior Leadership team to deliver 1:1 mentoring Academic Mentors to provide small group and 1:1 coaching 	<ul style="list-style-type: none"> Intervention enables students to make accelerated progress evidenced in data tracking and 2023 outcomes Improvements will be made in the basic measures. More pupil premium students with high prior attainment will achieve grades 7 to 9

3.2	Ensure access to technology to facilitate all online and blended learning.	<ul style="list-style-type: none"> • Chromebooks will be added to our library loan system • Provide internet access via mifi devices • Quality subject specific materials online, for example, Google Classroom 	<ul style="list-style-type: none"> • Librarian • ICT technical support • SLE required throughout the year 	<ul style="list-style-type: none"> • Equity of access for all students to ICT devices at home for home learning and blended/ remote learning
3.3	Implement Academic Mentoring for target Year 11 PP students	<ul style="list-style-type: none"> • Use data tracking and pupil profiles to identify PP students who would benefit from academic mentoring • Identify individual barriers to learning. • Implement bespoke support in response to individual needs 	<ul style="list-style-type: none"> • DH leading on Q of E • AHT leading on data and Q of E • Academic mentors 	<ul style="list-style-type: none"> • Targeted students will accelerate progress towards target grades. These students will achieve inline with their academic peers.

Research Evidence

[National Tutoring Programme Guidance for Schools 2022 to 2023](#)

[Research into the Evaluation of the National Tuition Programme: Tuition Partners](#)

Budget allocation Priority 1: £36 002

Measure

Evidence

Challenge 4: Improving communication and partnership between parents/carers to engage them in learning to support improved attendance and better home learning.

We know that engaging parents in their child's learning can have a 2 to 3 month positive impact, particularly at the transition phase to secondary school (EEF Toolkit: Parental Engagement).

	Action	How	Q A/who/when	Impact Measure
4.1	Continue to share a formal timetable for communication with parents centred around consultation evenings, data drops, transition periods and online events. Non-teaching pastoral support officers (PSO) to facilitate timely communication with parents as it is needed.	<ul style="list-style-type: none"> • Parent survey after consultation evening • Proactive strategy for increased attendance at consultation evenings • Pupil premium 'Provision Map' developed to track communication with parents via PSO • Target students for regular communication with a focus on 	<ul style="list-style-type: none"> • Pastoral Support Officers (PSO) • AHT leading on parents evenings • AHT leading on data and QofE • Pastoral team 	<ul style="list-style-type: none"> • Enhanced parental involvement and support and access to communication • Increased attendance at events and meetings in school and online • Parents will know how to support learning • Parents will feel comfortable contacting us as soon as they have concerns

		<p>engagement with learning – how to support at home</p> <ul style="list-style-type: none"> Parents/carers complete Access to Learning Questionnaires 		
4.2	Hard to reach parents a priority for PSO and Head of Academic Standards to engage with their child's learning.	<ul style="list-style-type: none"> Utilise flexible virtual communications opportunities to avoid barriers of transport and availability. Provide technology to students to support parental contact. 	<ul style="list-style-type: none"> PSO HoAS ICT team Library Inclusion Team 	<ul style="list-style-type: none"> Staff will be aware of barriers to learning as recorded in the PP tracking document Diagnosis of holistic needs will be dynamic and fluent throughout the year Staff will utilise a broader range of technologies to break down barriers in communication
4.3	Academic mentors to work in partnership with parents/carers of targeted students to support effective learning at school and at home	<ul style="list-style-type: none"> Academic mentors will communicate regularly with parents/cares building a positive and supportive working relationship 	<ul style="list-style-type: none"> Academic mentors 	<ul style="list-style-type: none"> Parents/carers will feel empowered to support the academic progress and attainment of their child This support will be effective and support improved outcomes

Budget allocation Priority 2: £31 064	
Measure	Activity
Barriers to learning these priorities address	Hard to reach families do not engage with school strategies and new technologies. Families do not attend meetings arranged
Projected spending	£67 066

Wider strategies for current academic year

Measure		Evidence		
<p>Challenge 5: Students are unlikely to make the expected levels of progress required or realise their full potential unless they attend school regularly. Attendance of all PP students in Year 7 to 13 meets the school target of 97%. The number of PP students who are persistently absent are reduced by 15%.</p>		<p>Attainment 8 (A8) scores were most strongly associated with a pupil's KS4 absence rate, KS2 attainment and Special Educational Needs and Disabilities (SEND) status. Fixed-term exclusion rates and moving schools were also associated with Att8 scores for disadvantaged pupils.</p> <p>Progress 8 (P8) scores were most strongly associated with a pupil's KS4 absence rate, their exclusion rate during secondary school and whether they moved schools during KS4. (NFER Being Present: the Power of Attendance and Stability for Disadvantaged Students, 2019)</p>		
	Action	How	Q A/who/when	Impact Measure
5.1	AHT leading on admissions and attendance along with the Pastoral/ Inclusion team dedicated to focusing on attendance and student welfare.	<ul style="list-style-type: none"> Weekly absence report created to inform SLT (include PA and PP /SEND) PP persistent absences tracked and action plans / case studies created for each student by Head of Academic Standards (HoAS) HoAS to record and track attendance. 	<ul style="list-style-type: none"> AHT admission and attendance weekly QA Attendance Officer- weekly SLT for PP half-termly meetings HoAS - weekly 	<ul style="list-style-type: none"> The barriers individual PP students who are PA are accurately diagnosed and responded to and attendance improves. PA will be reduced by 15% Case studies demonstrate where the actions and measures are making a difference or not and include new actions to try in the next term Students are supported to be punctual and ready to learn
5.2	Provide dedicated curriculum learning environments for vulnerable students.	<ul style="list-style-type: none"> Provide an inclusion space for pastoral and academic tutoring and specialist tutors Provide a lunchtime nurture club for vulnerable students The programme will involve the explicit teaching around the expectations and routines for NSG students but also a personalised approach with opportunity for self-reflection and target setting 	<ul style="list-style-type: none"> Lead for reading and intervention Lead for numeracy and intervention Inclusion Team Academic tutors SENDco 	<ul style="list-style-type: none"> Early intervention and social/ emotional support prevents escalation of behaviour and lost learning through disengagement Tuition supports students to address gaps in knowledge and learning so that they can progress through the curriculum in line with their peers
5.3	Offer in-house counselling to ensure students receive support as soon as possible to reduce impact on their learning	<ul style="list-style-type: none"> Targeted KS3 programme called NSG & me supports students to settle into school and make friends, raise their self-esteem and make choices for the future resulting in students building a sense of place and worth 	<ul style="list-style-type: none"> AHT Student Counsellors HoAS 	<ul style="list-style-type: none"> Students can receive support for anxiety, wellbeing, social skills which enables them to quickly return to and engage in their learning

5.4	Engaging parents/carers in supporting 100% attendance for their child	<ul style="list-style-type: none"> • Early intervention conversations with parents in school to highlight the importance and the consequences of poor attendance and the relationship with outcomes and future opportunities • Parents of persistently absent students will receive a phone call home to identify the cause of the persistent absence and to put in place targeted support • Actions agreed with parents and pupils will be documented and reviewed regularly • Formal attendance panels will be conducted in the case of ongoing persistent absence 	<ul style="list-style-type: none"> • Pastoral Team • Student services • SLT responsible for • PSO 	<ul style="list-style-type: none"> • Parent surveys, certificate data will evidence this strategy has been enacted to achieve attendance of 97% for PP students
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Budget allocation Priority 1: £68 740

Research Evidence

Pupil absence in schools in England: autumn term 2019 Strategies for schools to improve attendance and manage Attendance: persistent absence threshold and statistics Reducing persistent absence - Attendance Matters Magazine
Harris, A and Goodall, J (2008) Do parents know they matter? Engaging all parents in learning. *Educational Research*, 50 (3): 277-289

Measure

Challenge 6: High levels of support at points of transition for PP students – Years 6 to 7 ; Years 9 to 10 and Years 11 to 12.

Evidence

Studies have shown a dip in attainment coinciding with times of change, with slippage in literacy and numeracy being especially well evidenced.
Transition is especially important for pupils with SEND and those from disadvantaged backgrounds and are therefore more at risk at these times (EEF,2020).

	Action	How	Q A/who/when	Impact Measure
6.1	Year 7 - First 100 days induction programme.	<ul style="list-style-type: none"> Run a summer school for new Yr 7 students to smooth transition. Include transport to support PP students' involvement in the summer school Increased opportunities for Yr 7 students to interact with each other Promotion of the extracurricular programme Dedicated CDI mapped careers programme in place Students who are identified through GL assessments on entry and yearly reading and numeracy tests enter a catch-up programme which closes the gaps for all students so that they can graduate from Tier 1 & 2 Raise the profile of numeracy at NSG to raise standards and outcomes 	<ul style="list-style-type: none"> AHT leading on admissions and attendance Summer School coordinators and teaching staff August 2024 Student voice evaluation by Year 7 HoAS Tutors and HOY SEND team Inclusion team Head of KS3 Maths Lead for reading and intervention Lead for numeracy and intervention 	<ul style="list-style-type: none"> 70+% Year 6 PP attend the summer school provision. Summer school gives the opportunity to address literacy and numeracy gaps Year 7 engaged in the life of the school as evidenced in extracurricular numbers Early intervention reduces the impact of the secondary transition on expectations, attitude to learning, progress and attendance Students affected by the pandemic or in need of catch up receive intervention and make rapid progress in reading and numeracy A greater number of PP students in KS3 move into higher sets, leading to improved KS4 outcomes
6.2	Year 9 - Choices programme all students will be supported and encouraged to access EBacc subjects	<ul style="list-style-type: none"> Quality first teaching in EBacc subjects at KS3 supports high uptake of the EBacc subjects Access to the 'Most Able' programme Dedicated CDI mapped careers programme in place 	<ul style="list-style-type: none"> Faculty leaders of EBacc subjects Curriculum review of pathways at GCSE. Specialist Leader of Education for the Most Able Specialist Leader of Education for Literacy Across the Curriculum to implement academic reading, writing and literacy to support high achievement 	<ul style="list-style-type: none"> EBacc percentage is 90% for all students by 2023
6.3	Year 11, Post 16 & Careers PSHE programmes support the transition process to Post 16	<ul style="list-style-type: none"> Students follow a rigorous and aspirational careers programme STEM subject teachers proactively encourage PP students to choose their subjects. PP students can be seen progressing into the higher sets to enable access to highest grades. PP students will be guaranteed a 1:1 careers interview Dedicated CDI mapped careers programme will be in place 	<ul style="list-style-type: none"> Specialist Leader of Education for PSHE, teachers & tutors. HOF Science & Maths Prospects career adviser 	<ul style="list-style-type: none"> Retention of NSG PP students is increased by 10% in 2023 Number of PP students opting for STEM A levels increases by 10% All PP students receive a 1:1 careers interview in year 11
Budget allocation				Priority 2: £17 744

Measure		Evidence		
Challenge 7: Enabling equitable access to school and the NSG curriculum/extracurricular offer.		This is a fundamental principle in which the Pupil Premium funding is allocated to schools.		
	Action	How	Q A/who/when	Impact Measure
7.1	Proactively promote development of cultural capital and enrichment through participation in extracurricular opportunities	<ul style="list-style-type: none"> Broaden horizons, raise aspirations and enrich the lives of all students. Ensure that all students develop beyond the curriculum to become well-rounded individuals and contribute towards a more positive attitude to learning and development of relationships with adults and peers Proactively encourage/ positively discriminate in favour of PP where places are limited Subsidise transportation such as the late bus/taxis to enable access to after school provision Subsidise music lessons 	<ul style="list-style-type: none"> AHT - termly extra-curricular programme Applied Days Lead to direct to trips and events throughout the year Subject leaders / Heads of Year 	<ul style="list-style-type: none"> EduLinkone club registers show increased numbers of disadvantaged students participating in extracurricular activities Students develop beyond the curriculum to become more well-rounded individuals and contribute towards a more positive attitude to learning and development of relationships with adults and peers Numbers of PP students accessing music lessons increases by 10% Numbers of PP students involved in DoFE increases
7.2	Enabling equitable access to school and the NSG curriculum offer.	<ul style="list-style-type: none"> Provide subsidy for transport to school, food technology ingredients, revision guides, stationary, music lessons, trips and uniform 	<ul style="list-style-type: none"> Inclusion Team 	<ul style="list-style-type: none"> PP students have equitable access to school and all opportunities
Budget allocation Priority 3: £24 412				

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of curriculum continuity • Difficulties adapting to academic challenges • Lack of familiarity with school systems, routines and new expectations • Issues with developing healthy peer networks. • Lack of parental/carer support and engagement • Students do not fully realise the opportunities available inside or outside the curriculum
Projected spending	£110 897

Total Budgeted Cost £ **£283 096**

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient time is given over to CPD, curriculum development and coaching.	Leadership prioritises and invests in CPD and coaching so that it is regular throughout the year, evidence informed and led by experts.
Targeted support	Guaranteeing the quality of intervention programmes and delivery. Ensuring the forensic identification of need and matching it with the necessary and timely interventions.	Capacity on the leadership team for rigorous and regular analysis of data. This will be triangulated with knowledge of students' needs by teaching and pastoral staff who will match these with quality assured intervention provision that results in rapid impact.
Wider strategies	Guaranteeing the quality of curricular and extracurricular programmes and delivery. Supporting attendance at extracurricular activities.	Proactive promotion of opportunities to disadvantaged students matched with a quality and broad extracurricular / co-curricular offer raising attendance from disadvantaged students.

Part B: Summary Impact statement for 2022 to 2023

We were impressed by the resilience and determination of our students in our exam groups to succeed in this academic year and there was an improvement in achievement for our pupil premium students. The gap however, between non pupil premium students, has widened. This is because the achievement of non-pupil premium students accelerated at a greater rate than that of the pupil premium students. Overall, the school managed to recover lost learning for the 2023 cohort of pupil premium students with an increase in achievement and progress scores compared to the last validated outcomes in 2019.

We had 51 Year 11 students in receipt of the pupil premium grant in this academic year as recorded on GIAP, however, only 35 of these were classified as disadvantaged for the published outcomes due to their FSM status coming to an end before 31st March 2017. For these students, achievement and progress scores showed a decline from 2019. This is something we must address as a matter of urgency.

We know that the impact of school closures during the pandemic has continued to affect our students. This is evident in both national data and our own internal data gathered since schools opened in 2020. The research shows a consistent pattern – that pupil premium students have fallen further behind than other students. The 2023 Disadvantage Index Gap is currently at 3.95. This is the highest level since 2011. Even though we were successful in addressing our 2022 priority by improving outcomes for our disadvantaged students with high prior attainment, we are clear that we now need to undertake activities that will accelerate the progress of all disadvantaged students so that they achieve in line with their non disadvantaged peers, with a particular focus on disadvantaged students with Middle Prior Attainment.



The school tightened its focus on supporting the highest quality of teaching as the most important lever for improving progress and attainment of pupil premium students. We did this by integrating deliberate practice of evidence informed pedagogy matched to the diagnosed learning needs of students to performance management. This was supported by a cycle of instructional coaching that runs throughout the year, delivered by trained experts. We believe with the right balance of accountability and support we can make a difference for every pupil premium student and student with SEND in every lesson, every day.



In 2023 -24 we have more to do in supporting and improving partnerships with our parents/carers and engagement in their child's learning and attendance at school, particularly our persistent absentees. We need to work collegiately to raise the reading age of our students inline with their chronological age which has suffered a decline during lockdown, along with their writing and grammar. There is work to do to improve outcomes in Maths for PP students so that their performance improves the basic measures. We also need to raise the number of PP students in higher sets to enable them to transition into STEM subjects at post16.



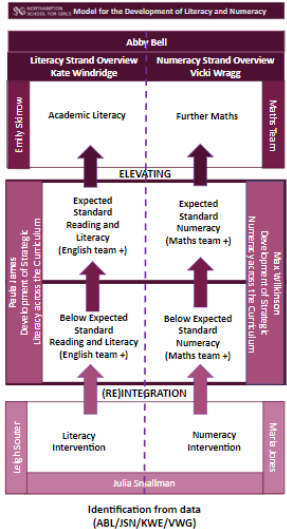
We will continue to encourage pupil premium students to engage with the school's extensive and rich extracurricular offer to rapidly re-gain the experiences and cultural capital they need to support achievement at the highest levels.





Impact and Cost Review: Pupil Premium Strategy 2022-23







Impact budget based on 51 students who received pupil premium funding 2022 to 2023







ACTION	OUTCOME - Summary statements	Impact	Cost																																					
<h3>Quality Teaching for all</h3>		Allocated BUDGET £ 99 266 (Spent £125 281)																																						
<p>Making the broad and ambitious curriculum accessible to every student with high quality teaching so that the progress and attainment gap closes.</p>	<p>The curriculum continues to be refined and improved as identified by the Ofsted 2021 report. Departments were successful in supporting pupil progress and outcomes by implementing best practice for recall, interleaving and revision techniques. There was a particular focus on “teaching to the top and scaffolding back” as a strategy to improve achievement for students with a High Prior attainment.</p> <p>Increased staffing and curriculum time in Maths and Science allowed for smaller groups and carefully considered grouping. Faculties maximised subject specific CPD, led by examiners and used faculty meeting time to train staff. CPD in academic writing and literacy, teaching to the top and scaffolding back, assess, plan, do review cycle for teaching students with SEND were delivered by in-house experts throughout the year.</p> <p>Analysis of the performance for disadvantaged students using Key Stage 4 data</p> <p>Comparison of performance 2023 to 2019</p> <table border="1" data-bbox="546 699 1169 896"> <thead> <tr> <th></th> <th colspan="2">2023</th> <th colspan="2">2019</th> </tr> <tr> <th>Prior Att</th> <th>P8</th> <th>Att 8</th> <th>P8</th> <th>Att 8</th> </tr> </thead> <tbody> <tr> <td>LPA</td> <td>0.17</td> <td>31.71</td> <td>0.14</td> <td>25.47</td> </tr> <tr> <td>MPA</td> <td>-0.22</td> <td>45.36</td> <td>-0.08</td> <td>37.79</td> </tr> <tr> <td>HPA</td> <td>1.28</td> <td>75.13</td> <td>-0.12</td> <td>58.68</td> </tr> </tbody> </table> <p>Comparison with National and Local Data</p> <table border="1" data-bbox="546 960 1169 1158"> <thead> <tr> <th></th> <th>P8 Disad (PP)*</th> <th>Att 8 Disad (PP)*</th> </tr> </thead> <tbody> <tr> <td>NSG</td> <td>-0.34 (0.13)</td> <td>39.3 (46.6)</td> </tr> <tr> <td>W. Northants</td> <td>-0.6</td> <td>45.1</td> </tr> <tr> <td>National</td> <td>-0.31</td> <td>34.9</td> </tr> </tbody> </table> <p>*35 disadvantaged students were included in published data. There were 51 students who received the Pupil Premium Grant</p> <p>Since the last published results in 2019, the gap between Pupil Premium students and Non Pupil Premium students has widened.</p> <div data-bbox="1196 699 1603 906" style="border: 1px solid black; padding: 5px;"> <p>The school was successful in raising achievement for High Prior Attainers. Even though attainment improved for all disadvantaged students, there was a reduction in the P8 score for Middle Prior Attainers.</p> </div> <div data-bbox="1196 960 1603 1168" style="border: 1px solid black; padding: 5px;"> <p>For 2023, the achievement of our disadvantage pupils was above national. Our progress 8 score for disadvantaged pupils was above other schools locally.</p> </div>		2023		2019		Prior Att	P8	Att 8	P8	Att 8	LPA	0.17	31.71	0.14	25.47	MPA	-0.22	45.36	-0.08	37.79	HPA	1.28	75.13	-0.12	58.68		P8 Disad (PP)*	Att 8 Disad (PP)*	NSG	-0.34 (0.13)	39.3 (46.6)	W. Northants	-0.6	45.1	National	-0.31	34.9		
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Eliminating reading poverty and recovering pupil premium students reading age (RA) inline with chronological age (CA)	<p>In 2022 and 2023 KS2 attainment in all of reading, writing and maths remained unchanged with 59% of pupils meeting the expected standard. This is down from 65% in 2019 (before the pandemic).</p>										
	<table border="1"> <thead> <tr> <th></th> <th>Sept 22</th> <th>June 23</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>PP@CA+ 34.2% (Gap 11.3%)</td> <td>PP@CA+ 48.7% (Gap 9.4%)</td> </tr> <tr> <td>Year 8</td> <td>PP@CA+ 41.3% (Gap 16.6%)</td> <td>PP@CA+ 46.8% (Gap 11.1%)</td> </tr> </tbody> </table> <p>There has been an improvement in the number of PP students who have increased their reading age to their chronological reading age or higher. The gap between PP and Non PP on this measure has reduced. This shows we are on track to achieve our target of a 12.6 reading age by the end of Key Stage 3 for 90% of our students</p>		Sept 22	June 23	Year 7	PP@CA+ 34.2% (Gap 11.3%)	PP@CA+ 48.7% (Gap 9.4%)	Year 8	PP@CA+ 41.3% (Gap 16.6%)	PP@CA+ 46.8% (Gap 11.1%)	
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Year 8	PP@CA+ 41.3% (Gap 16.6%)	PP@CA+ 46.8% (Gap 11.1%)									

Targeted support and intervention		Allocated BUDGET £ 40 000 (Spent £91 077)															
Maximise the impact of 1:1 and small group tuition.	<p>National Tuition Programme - school led tutoring</p> <p>High priority students were supported with extra tuition. Learning from the evaluation of engaging external tutors through the NTP programme last year, quality assured tutors employed by NSG were used for this under the school led tutoring scheme. The capacity for this came from specialist English, Maths and EAL tutors employed by the inclusion team. These are all qualified, experienced subject specialists. Identified students start with literacy and numeracy intervention until they graduate to the next phase of support as indicated in the model shown below.</p>																
	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p style="font-size: small; text-align: center;">Identification from data (ABL/JSN/KWE/NWG)</p> </div> <div style="flex: 1; margin-left: 20px;"> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Number of Students</th> <th>Number of students graduating</th> </tr> </thead> <tbody> <tr> <td>7 Literacy</td> <td>30</td> <td>7</td> </tr> <tr> <td>8 Literacy</td> <td>42</td> <td>2</td> </tr> <tr> <td>7 Numeracy</td> <td>30</td> <td>4</td> </tr> <tr> <td>8 Numeracy</td> <td>6</td> <td>0</td> </tr> </tbody> </table> </div> </div>	Year Group	Number of Students	Number of students graduating	7 Literacy	30	7	8 Literacy	42	2	7 Numeracy	30	4	8 Numeracy	6	0	
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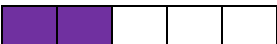
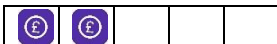
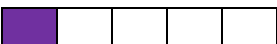
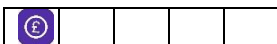
	<p>Communicate. Acknowledge. Learn. Motivate (C.A.L.M.) project This project ran for the second year to give support to exam groups in how to manage stress and anxiety around assessments and feedback. The project provided training, guidance and support for students and teachers based on what research suggests are the best strategies for managing exam induced anxiety. This also included one to one mentoring from a team of specially trained staff for those students experiencing high levels of anxiety. Student and staff surveys, along with 2023 outcomes, evidenced that this project had a positive impact on exam anxiety.</p> <p>Exam School Since the introduction of Exam School, a ‘just in time’ revision programme, in 2018, outcomes at Key Stage 4 have improved. A revision programme has again been put in place to support students with their last minute revision. Feedback from the 2022 Exam School was used to give guidance to continue to improve the quality and impact of these revision sessions. The HoAS, along with the PSO supported high attendance among PP with early phone calls home, transport where required, shadowing throughout the day and 1:1 coaching. Attendance among PP students remained high at 85% and achievement improved year on year.</p>		
<p>Ensure access to technology to facilitate online and blended learning</p>	<p>Since September 2022 we have loaned Chromebooks to 60 students through our library system 20% of these were PP 18% of these were students with SEND This is on top of equipment that has been supplied on a permanent basis in previous years. This makes a cumulative proportion of 35% for PP and 40% of SEND</p>		
<p>Improve communication and partnership between parents/carers to engage them in learning to support improved attendance and better home learning.</p>	<p>Parental Engagement at Parents Evenings The parents of all PP students were phoned prior to appointments going live to inform them of the event and solve any IT issues they may have relating to Edulinkone. In Year 11, the PSO followed up any parents who did not make appointments to encourage them to do so. The attendance of parents/carers of PP students at parents’ evenings for Year 8, 9 and Year 11 showed improvement. The figures for Year 10 did not improve to the target set. The change to the pastoral structure with the recruitment of PSOs has had a positive impact. We have built capacity in Year 10 with two Heads of Year and a PSO to address the lag in the Yr 10 attendance at parents’ evenings.</p> <p>Edulinkone continues to be used as a frontline communication tool including communication of behaviour and achievement points; home learning setting; extra-curricular registers and direct and group email communication tool across staff students and parents. The new AH for Data and Quality of Education has improved how assessments are reported to parents. This includes a simplified, easy to understand grade system along with a user-friendly covering note on the email as well as a covering letter. Edulinkone will allow us to monitor how many parents/carers of PP students access their child’s report. A new text/SMS facility was introduced through the Edulinkone application. This provides a first day response alternative to phone calls which should encourage parents/carers to use Edulinkone to update reasons for absence directly. This frees up the early response staff to focus on the most vulnerable students, including PP.</p>		
		<p>Allocated BUDGET £113 000 Spent: £99 236</p>	

Wider Strategies			
To decrease the % of Pupil Premium students with Persistent Absence (PA)	<p>The attendance gap between PP and Non PP in 2022/23 was 4.8% (PP - 88.5% / Non PP - 93.3%). The school outperformed national data for attendance for Pupil Premium students. NSG PP attendance was 88.5%, with national data for PP attendance being 85.3%. This is a positive gap of 3.2%. However, this is down from last year as a school (2021 was 89.4%).</p> <p>The proportion of persistently absent people who were PP continues to drop. 32.5% in 2021, 26.1% in 2022 to 25.1% in 2023.</p> <p>Subsidies for bus fares for PP students will continue in 2023 to 2024 to support improved attendance.</p>		
Supporting transition: Year 7 first 100 days induction programme	<p>Reduction in “transition pastoral barriers”. Students settled swiftly into NSG life with a notable reduction in issues concerning settling into school, friendship concerns and other related factors. This was reflected in a student survey with 276 responses as well as general observations and student voice. This has also impacted attendance, specifically in the first term, apart from a select group of significant students.</p> <p>Preventative action to support learning. Enhanced information allowed us to meet the learning needs of each student from day 1, successful strategies used by primary schools was shared we were also able to provide different overlays, laptops, personalised learning plans or adjustments within the classroom for when they started in September. All of this information is recorded on the “student profiles” which are updated regularly and will stay with the student throughout their time at NSG</p> <p>PP “Checks”. 3 weeks into school every parent of a PP student was contacted to explore if there were any further barriers or potential opportunities to enhance and engage their child’s experience and attainment. These were successfully recorded, acted upon and established by mid October.</p> <p>Empowering tutors. Enhanced information, and more effective sharing of this, has led to a rise in the quality of tutor care within the year group, which directly leads to reducing transition concerns and raises personal and academic achievement. This was observed via professional monitoring, student voice and recorded extensively on our “update sheets”.</p>		
Year 9 choices programme	<p>All Year 9 students, along with their parents and carers received guidance and support in choosing their GCSE options so that Pupil Premium students would access the same aspirational pathways as their non Pupil Premium peers</p> <p>98% of Pupil Premium students chose a full complement of EBACC subjects in 2022 compared to 62% in 2021.</p>		

<p>Year 11, Post 16 Careers provision</p>	<p>Year 11 1: 1 Careers interviews All PP students were allocated appointments ahead of non PP students. Every PP student had a 1:1 meeting on receipt of their PPE results. Bespoke guidance was given regarding the next steps for improvement or referral for a careers interview, extra tuition or C.A.L.M. mentoring SLT were allocated highly vulnerable Year 11 students for weekly meetings to support improved attendance and to offer guidance and support with revision</p>																																										
<p>Improving access and participation in the wider curriculum.</p>	<p>Attendance at extracurricular activities 2022 to 2023</p> <table border="1" data-bbox="528 440 1111 624"> <thead> <tr> <th>All Clubs</th> <th>Year 07</th> <th>Year 08</th> <th>Year 09</th> <th>Year 10</th> <th>Year 11</th> <th>Year 12</th> <th>Year 13</th> <th>Total - ALL</th> <th>% of cohorts</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>249</td> <td>220</td> <td>190</td> <td>182</td> <td>233</td> <td>57</td> <td>39</td> <td>1170</td> <td>67%</td> </tr> <tr> <td>PP</td> <td>37</td> <td>31</td> <td>38</td> <td>28</td> <td>41</td> <td>3</td> <td>4</td> <td>182</td> <td>64%</td> </tr> <tr> <td>SEND</td> <td>33</td> <td>37</td> <td>30</td> <td>37</td> <td>44</td> <td>4</td> <td>6</td> <td>191</td> <td>67%</td> </tr> </tbody> </table> <p>The attendance of PP and students with SEND at extracurricular activities is equal in proportion to that of the whole cohort. There is particularly high attendance at the private study after school programme and sporting activities. There needs to be a focus on increasing participation in the Duke of Edinburgh's (DofE) award, only 8% of the students participating in the D of E were PP. The school subsidises music lessons for 14 PP students. A hardship fund has been created to increase the number of students participating in the school's extensive extra curriculum programme alongside the music lesson subsidy.</p>	All Clubs	Year 07	Year 08	Year 09	Year 10	Year 11	Year 12	Year 13	Total - ALL	% of cohorts	All Students	249	220	190	182	233	57	39	1170	67%	PP	37	31	38	28	41	3	4	182	64%	SEND	33	37	30	37	44	4	6	191	67%		
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<p align="center">Catch Up Premium improvement strategies</p>		<p align="center">Allocated BUDGET £ 16 700 Spent £16,700</p>																																									
<p>Catch Up – Literacy & Numeracy Year 7</p>	<p>PP students receiving intervention in both Literacy & Numeracy have made better average progress than Non PP students in intervention groups.</p> <table border="1" data-bbox="551 1094 1077 1238"> <thead> <tr> <th>Year Group</th> <th>Number of Students</th> <th>Number of students graduating</th> </tr> </thead> <tbody> <tr> <td>7 Literacy</td> <td>30</td> <td>7</td> </tr> <tr> <td>7 Numeracy</td> <td>30</td> <td>4</td> </tr> </tbody> </table>	Year Group	Number of Students	Number of students graduating	7 Literacy	30	7	7 Numeracy	30	4																																	
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SEND improvement strategies (PP & SEND)		Allocated BUDGET £ 78 675
SEND Summary	<p>SEND students have access to a dedicated space for intervention, nurture. ALL EHCP students have assigned key workers who helped develop strategies to overcome barriers to learning, including practical and technical strategies. Staff received deliberate practice CPD and spotlight sessions on working with SEND students. SEND faculty reps disseminate good practice to their teams. Outcomes for SEND students show a slight improvement in achievement comparing 2023 with 2019 but a decrease in Progress 8.</p> <p>2023 Yr 11 A8 3.75/ P8 0.09 2019 Yr 11 A8 3.72/P8 0.19</p>	<p>Spent £78,105</p>  

Key

	Very high impact: the targeted level of improvement was achieved with 80% to 100% of students in the intervention group.		High cost: £801+ per student
	High impact: the targeted level of improvement was achieved with 64% to 79% of students in the intervention group.		Medium to high cost: £501 to £800 per student
	Medium impact: the targeted level of improvement was achieved with 51% to 63% of students in the intervention group.		Medium cost: between £201 and £500 per student
	Low impact: the targeted level of improvement was achieved with 34% to 50% of students in the intervention group.		Medium to low cost: between £101 and £200 per student
	Very low/no impact: the targeted level of improvement was achieved with 0% to 33% of students in the intervention group.		Low cost: between £0 and £100

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tuition Programme	School led tutoring
Accelerated Reader - with Star Tests	Renaissance Reading