

Pupil Premium Strategy and Impact Report 2019-20

Northampton School for Girls utilises a range of research and evidence to allocate funding to activities most likely to have a high impact on pupil progress and achievement. Support for pupil premium eligible students is targeted at maximising achievement based upon a range of different starting points and subsequent personalised provision. It identifies the following potential barriers for students eligible for pupil premium at NSG; underdeveloped learning habits and low levels of resilience, entrenched attendance routines, lower levels of literacy on entry, fragile self-esteem and levels of wellbeing, and diminished aspirations with fewer opportunities to develop a broader life experience. Therefore the total pupil premium spend of £254,330 is divided into the following priority areas:

<p>QUALITY FIRST TEACHING AND HARNESSING THE POWER OF EFFECTIVE FEEDBACK Allocation: £23,623 Approximately 10%</p> <ul style="list-style-type: none"> • Ensure that teaching and learning meets the needs of all learners • Invest in developing and sharing excellent practice • Develop coaching model to impact on teaching and learning • Establish and embed common aims and practice for teacher assessment and student feedback ensuring that they effectively impact on pupil progress. • Develop the teaching of literacy throughout the school to support the closing of achievement gaps • Increase pupils experience of strategies which develop effective learning habits through a focus on metacognition 	<p>HIGHLY-TAILORED INTERVENTION Allocation: £72,162 Approximately 28%</p> <ul style="list-style-type: none"> • Early identification of where gaps exist • Rapid and precise intervention to address gaps • Ensure swift improvements in literacy for students identified at risk of underachievement • Utilise staffing to support underachievement in English and Maths • Employ effective, high value complementary curriculum pathway (on and off-site provision)
<p>MINIMISING BARRIERS TO ACHIEVEMENT Allocation: £151,468 Approximately 59%</p> <ul style="list-style-type: none"> • Use targeted attendance support for key students • Specific use of school PSA to target key students and provide effective information and support to parents • Secure the provision of bus travel cards, uniform, equipment including ICT etc to ensure all students are ready to learn • Target use of pastoral support including multi agency support to support the wellbeing of disadvantaged pupils - Ensure all students access highly personalised careers education, information and guidance 	<p>RAISING ASPIRATION AND BROADENING EXPERIENCES Allocation: £7,148 Approximately 3%</p> <ul style="list-style-type: none"> • Raise aspiration for students at all stages of their education through dedicated opportunities to visit and experience university • Raise aspiration of students through high-profile recognition of excellent student achievement and progress • Increase students access to cultural activities and experiences including music lessons • Use a range of coaching and mentoring opportunities to share a culture of learning/developing high expectation

Pupil Premium Strategy and Impact Report 2019-20

Pupil Premium Allocation and Strategy 2019-20

Curriculum Year 2018-19	Number of pupils in receipt of the Pupil Premium at £935 per pupil
7	42
8	47
9	46
10	51
11	61
TOTAL	247

All Years	Number of Looked After Children at £1900 per pupil
	6

Total Pupil Premium Funding
254,330

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Northampton School for Girls utilises a range of research and evidence to allocate funding to activities most likely to have a high impact on pupil progress and achievement. Support for pupil premium eligible students is targeted at maximising achievement based upon a range of different starting points and subsequent personalised provision. Therefore the total pupil premium spend of £254,320 is divided into the following priority areas:

Priority	1 Quality first teaching and harnessing the power of effective feedback	2 Highly-tailored intervention	3 Minimising barriers to achievement	4 Raising aspiration and broadening experiences
Allocation	£23,623	£72,162	£151,468	£7,148
Aims	<ul style="list-style-type: none"> -Ensure that teaching and learning meets the needs of all learners -Invest in developing and sharing excellent practice -Develop coaching model to impact on teaching and learning -Establish and embed common aims and practice for teacher assessment and student feedback ensuring that they effectively impact on pupil progress. Develop the teaching of literacy throughout the school to support the closing of achievement gaps 	<ul style="list-style-type: none"> -Early identification of where gaps exist -Rapid and precise intervention to address gaps -Ensure swift improvements in literacy for students identified at risk of underachievement -Utilise staffing to support underachievement in English and Maths -Employ effective, high value complementary curriculum pathway (on and off-site provision) 	<ul style="list-style-type: none"> -Use targeted attendance support for key students -Specific use of school PSA to target key students and provide effective information and support to parents -Secure the provision of bus travel cards, uniform, equipment incl ICT etc to ensure all students are ready to learn -Target use of pastoral support including multi agency support to support the wellbeing of disadvantaged pupils -Ensure all students access highly personalised careers education, information and guidance 	<ul style="list-style-type: none"> -Raise aspiration for students at all stages of their education through dedicated opportunities to visit and experience university -Raise aspiration of students through high-profile recognition of excellent student achievement and progress -Increase students access to cultural activities and experiences including music lessons -Use a range of coaching and mentoring opportunities to share a culture of learning/developing high expectations
Priority	<ul style="list-style-type: none"> -Increase pupils experience of strategies which develop effective learning habits through a focus on metacognition 			

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Priority 1						
Strategy	Lead	EEF Toolkit	Plan	Communicate	Implement	Review
Develop, promote, monitor and evaluate the use and impact of the PLN as a system of peer-to-peer CPD supporting the KPI 1. of embedding high impact questioning across the school	CCA PHS/RLN/ JHD	9 16		Sept 2019	From Sept 2019 ongoing	Jan 2020
Embed the NSG “Take Three” programme to increases disadvantaged pupils experience of strategies which develop effective learning habits (KPI 2)	SZR HoF	16 18			Sept 2019	Jan 2020
Embed the “Identification, Connection, Commission” process introduced September 2019 to assist all teacher to increase attainment at grade 7-9 and improve the progress of HAPs students (including PP HAPs) (KPI 2)			Aug 2019	Sept 2019	Sept 2019	Data collection points M&E as tt

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Priority 2						
Strategy	Lead	EEF Toolkit	Plan	Communicate	Implement	Review
Develop the systematic use of PIE and PIM data to identify, address and review gaps in KS2 learning. Use programmes for example, Hegarty Maths, to provide specific and individual "therapy" (KPI 2)	JTE/HJS ABY		Sept 2019	Sept 2019	From Oct 2019 ongoing	Dec 2019 & April 2020
Ensure complementary curriculum pathways and qualifications are utilised to support the progress of disadvantaged pupils (KPI 2)	CPR/PSH	8			Sept 2019 ongoing	Ongoing as needed
Employ additional staffing to work with underachieving pupils in Maths (KPI 2)	ABY	30			Sept 2019	PPEs Dec/March
Employ additional staffing to work with underachieving pupils in English (KPI 2)	ABY	18 30			Sept 2019	PPEs Dec/March
Continue to develop the literacy support programmes available at KS3 and KS4 to accelerated progress of vulnerable disadvantaged students (KPI 2)	PJS/JTN	18 30	July 2019 testing	Sept 2019	Oct 2019	Dec 2019 April 2020 July 2020 testing

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Priority 3						
Strategy	Lead	EEF Toolkit	Plan	Communicate	Implement	Review
"Identifying Barriers" spreadsheet. Identify the specific needs of each individual student to ensure support is bespoke and relevant	LHN (PSA)		Sept 2019		Sept 2019	Termly
Develop the role of the PSA to provide a consistent focus on the attendance of disadvantaged students	STS	3			Ongoing from previous academic year	Every 6 weeks ongoing
Implement, monitor and evaluate the "Me and NSG" programme (Yr7/8/9) Teaching strategies to build pupils confidence, self-esteem, organisation and study skills	TES/team	31	July 2019		Oct 2019	Feb 2020
Track and monitor the behaviour of disadvantaged pupils and ensure appropriate strategies are implemented	CPR HoY	3			Ongoing	6 weekly
Provide bespoke CEIAG support with targeted intervention for disadvantaged students	LFO	2	June/July 2019		From Oct 2019 ongoing	Dec/April/June 2020
Provide support for transport, resources and uniform	ABY TWT	28			Ongoing	Termly spreadsheet review

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Priority 4							
Strategy		Lead	EEF Toolkit	Plan	Communicate	Implement	Review
	Develop further the opportunities for students to engage with higher and further education opportunities	JMD/CPR	2			September 2019 (On going)	March and Sept 2020
	Subsidise opportunities for pupils to take part in cultural and social experiences	ABY	2 19			September 2019 (On going)	March and Sept 2020
	Offer subsidies for general trips and visits	ABY	2 19			September 2019 (On going)	March and Sept 2020
	Develop opportunities for raising aspiration and ambition with opportunities	ABY/DWN /KLY	5 15	Oct 2019	October 2019	October 2019 ongoing	February 2019
	through KS5 students working with KS3/4						
	Utilise the opportunities to use additional postcode funding and additional staffing (through an NPQH project) to design, implement, monitor and evaluate PP HAPs raising ambition programme		5 15	Sept 2019		Oct 2019	Dec 2019 March 2020

Pupil Premium Strategy and Impact Report 2019-20

PP spending – Strategy Area	Personnel resource or provision	Cost	Proportion of total cost to the school	Impact area target outcomes	Impact	Total spend	Monitor																								
Area 1 £15,895																															
1 Quality first teaching and harnessing the power of effective feedback	JSN (LAC lead)	8000	25% of salary £30,528	<p>Ensure that Teaching and Learning meets the needs of all learners</p> <p>Use a range of coaching and mentoring opportunities to share a culture of learning/developing high expectations</p> <p>Invest in developing and sharing excellent practice</p>	<p>LAC attendance 2019-20</p> <table border="1"> <thead> <tr> <th></th> <th>CLA</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Yr7</td> <td>96.4</td> <td>3</td> </tr> <tr> <td>Yr8</td> <td>97.3</td> <td>3</td> </tr> <tr> <td>Yr9</td> <td>93.2</td> <td>3</td> </tr> <tr> <td>Yr10</td> <td>98.2</td> <td>2</td> </tr> <tr> <td>Yr11</td> <td>91.8</td> <td>2</td> </tr> <tr> <td>Yr12</td> <td>n/a</td> <td>0</td> </tr> <tr> <td>Yr13</td> <td></td> <td>1</td> </tr> </tbody> </table> <p>No fixed term or permanent exclusions</p> <p>All students involved in a wide range of extra-curricular activities including residentials, music lessons, University visits, summer school.</p> <p>4 students have accessed literacy and/or numeracy intervention this year, 6 have received 1-1 weekly private tuition</p> <p>Year 11 student at risk of NEET September 2018 with low levels of attendance across Yr10. By July 2019 attendance 86.9 gained 7 GCSE passes and is attending the local college 2020-21</p>		CLA	No	Yr7	96.4	3	Yr8	97.3	3	Yr9	93.2	3	Yr10	98.2	2	Yr11	91.8	2	Yr12	n/a	0	Yr13		1	8000	DSL Governors
	CLA	No																													
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					R Age U8+	R Age 8+	R Age 9+	R Age 10+	R Age 11+	R Age 12+	R Age 13+	At CA %			
					July	0	100	98.6	93.7	88.8	79.4	63.8			60.1%
					Sept	0.36	97.5	97.5	92.9	82.5	68.9	52.5			61%
Dec	0	100	98.9	96.4	88.6	76.9	62.3	67.4%							
1 Quality first teaching and harnessing the power of effective feedback	Renaissance reader programme subscription	2000	12000 for 3 years licence	Develop the teaching of literacy throughout the school to support the closing of achievement gaps	(See above)								2000	SLT Link	
											£23,632				

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PP spending – Strategy Area	Personnel resource or provision	Cost	Proportion of total cost to the school	Impact area target outcomes	Impact	Total spend	Monitor																											
Area 2: £135,107																																		
2 Minimising barriers to achievement	LHN (Parent Support Worker)	£22680	all	Use targeted attendance support for key students specific use of the PSA to target key students and provide effective information and support to parents	<table border="1"> <thead> <tr> <th>Year</th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>97.1</td> <td>95.2</td> </tr> <tr> <td>8</td> <td>96.8</td> <td>96.3</td> </tr> <tr> <td>9</td> <td>96.5</td> <td>94.7</td> </tr> <tr> <td>10</td> <td>96.4</td> <td>92.7</td> </tr> <tr> <td>11</td> <td>95.8</td> <td>93.4</td> </tr> <tr> <td>12</td> <td>95.3</td> <td>93.4</td> </tr> <tr> <td>13</td> <td>95.2</td> <td>96</td> </tr> <tr> <td>Whole school</td> <td>96.3</td> <td>94.3</td> </tr> </tbody> </table> <p>PSA allocated hard to reach cohort - identified and reviewed termly. 75% of cohort's attendance has increased over the period of intervention</p>	Year	Non PP	PP	7	97.1	95.2	8	96.8	96.3	9	96.5	94.7	10	96.4	92.7	11	95.8	93.4	12	95.3	93.4	13	95.2	96	Whole school	96.3	94.3	22,680	SLT link Head Govern ors
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2 Minimising barriers to achievement	Learning Mentors/ mental health champions x3 Pastoral mentors x 2	16488 7044 7044 15438 x2	Third of total salary budget PP students proportion ally require greater support than non-disadvanta ges	Target the use of pastoral support including multi agency support to support the wellbeing and mental health of disadvantaged students Use a range of coaching and mentoring opportunities to share a culture of learning/developing high expectations	<p>Early identification of vulnerable students in Year 7, tracking and monitoring across KS3 and 4. Of the students who accessed support from this team over the year 56% of these were in receipt of PP grant</p> <p>A Range of activities across KS3/4 & across the to March including - Friendship Programme Year 7, Anger Management, Emotional Resilience, Bereavement, Transition, Protective Behaviours, Organisation, Problem Solving Techniques, Managing Year 11, 1-1 mentoring</p> <p>During the period of lockdown these staff were equipped with school devices and allocated vulnerable students with whom to make weekly/fortnightly contact (depending on need) This cohort also formed a part of the rota of associate staff used to support the in-school provision for children of key workers, CLA and “NSG vulnerables”</p>	26,308	SLT Link Head Govern ors																											

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PP spending – Strategy Area	Personnel resource or provision	Cost	Proportion of total cost to the school	Impact area target outcomes	Impact	Total spend	Monitor
2 Minimising barriers to achievement	Pink Room (x3)	42480	75% of salaries 56640	Employ effective, high value complementary curriculum pathways (on and off site) Increase students experience of strategies which develop effective learning habits through a focus on metacognition	Positive factors affecting progress Student voice reports - 1:1 in lesson intervention followed up immediately by Pink Room study support lesson, providing both consistency and challenge. Small group targeted intervention- English, Maths Use of Clare Room / Design computer space for quiet learning space Developing student self - confidence (Evidence improved 'Attitudes to learning' Scales recorded in SIMS intervention.) During the period of lockdown these staff continued to deliver 1-1 tutoring remotely and face to face. All were also equipped with school devices and allocated vulnerable students with whom to make weekly/fortnightly contact (depending on need) This cohort also formed a part of the rota of associate staff used to support the in-school provision for children of key workers, CLA and "NSG vulnerables"	42,480	SLT Link Head Governors
2 Minimising barriers to achievement	Student subsidy	60000	25% of PP budget	Secure the provision of bus travel cards uniform equipment including ICT to ensure all students are ready to learn Increase students access to cultural activities and experiences including music lessons	Year 11 2019-20 Outcomes SPI (SISRA Subject Progress Indicator - Food and Nutrition PP 1.27 (Non-PP 1.85) PE PP 0.45 (Non-PP 1.38) Dance PP 0.36 (Non-PP 0.45) All monies spent (Also see attendance data for supporting evidence)	43,657 £5,311 returned to this area for trips/bus/music lesson during Covid-19 incl in carry forward	Head Governors

£135125

PP spending – Strategy Area	Personnel resource or provision	Cost	Proportion of total cost to the school	Impact area target outcomes	Impact	Total spend	Monitor
Area 3: £71 525							
3 Highly-tailored intervention	Maths teacher English teacher	27651 27651	Additional teaching groups in each year	Ensure that teaching and learning meets the needs of all learners Rapid and precise intervention to address gaps in Eng/maths Utilise staffing to support underachievement in English and maths	Year 11 2019-20 Outcomes Student achieving a positive P8 score English PP 67% (Non-PP 66%) Student achieving a positive P8 score Maths PP52% (Non-PP 61%) (Yr11 overall PP P8 0.39 (All 0.68)	55,302	SLT Link Head Governors
3 Highly-tailored intervention	1-1 tuition provided by external tutors	760	% of 1-1 spending on cohort	Employ effective high value complimentary curriculum pathway both on and off site Utilise staffing to support underachievement in English and maths/science	Year 11 2019-20 Outcomes Year 11 weekly access to 1-1. Positive P8 by 6/9 students	1,500	Head Governors
3 Highly-tailored intervention	Hegarty Maths support programme	600	50% of cost implementation	Rapid and precise intervention to address gaps in maths	Student achieving a positive P8 score Maths PP 52% (Non-PP 61%) Ave KS2 PP 4.5 (Non-PP 5.00) 9-7 PP 7% (Non-PP 23%) 9-5 PP 39% (Non-PP 60%) 9-4 PP61% (Non-PP 84%)	600	SLT Link
						£57,402	

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PP spending – Strategy Area	Personnel resource or provision	Cost	Proportion of total cost to the school	Impact area target outcomes	Impact	Total spend	Monitor
Area 4 £31 793							
4 Raising aspiration and broadening experiences	LFR (CIAG leader)	TLR 4529 - 50% 2215	50% TLR 50% of total TLR PP students proportionally require greater support than non-disadvantages	Use a range of mentoring and coaching opportunities to share a culture of learning/developing high expectation Ensure all students access highly personalised careers education information and guidance Raise aspiration of students through high profile recognition of student achievement and progress Raise aspiration for students at all stages of their education through opportunities to visit and experience university	<u>Gatsby Bench Mark – School v National Analysis (Assessed with Prospects advisor Feb 2020)</u> Benchmark 1- A stable carers programme 94% met (National 6%) Benchmark 2 - Learning from career and labour market information 100% met (National 32%) Benchmark 3 - Addressing the needs of each pupil 100% met (National 13% met) Benchmark 4 – Linking curriculum learning to careers 87% met (National 26%) Benchmark 5 – Encounters with employers and employees 75% met (National 38%) NB end of year % will fall short of this figure due to Covid-19 Benchmark 6 – Experience of the workplace 50% met (National 37%) NB end of year % will fall short of this figure due to Covid-19 Benchmark 7 – Encounters with Higher Education 58% met (National 13%) Benchmark 8 – Personal guidance 48% (National 49%*) NB end of year % will fall short of this figure due to Covid-19 Between September to March 2019-20, 100% “at risk” PP students met, new style action plans co-produced and review meeting completed. 100% of these students secured college places 2020-21 Grofar online careers programme has been rolled across Years 7-11 during the period of lockdown. 50% of the school cohort Non-PP have engaged in Grofar activities, 40% of the PP cohort have engaged in Grofar activities	2,215	Head Governors

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PP spending – Strategy Area	Personnel resource or provision	Cost	Proportion of total cost to the school	Impact area target outcomes	Impact	Total spend	Monitor
4 Raising aspiration and broadening experiences	Careers adviser	1100	50% of total spend	Use a range of mentoring and coaching opportunities to share a culture of learning/developing high expectation Ensure all students access highly personalised careers education information and guidance	Between September to March 100% “at risk” PP students met, new style action plans co-produced and review meeting completed. 100% of these students have college places 2019-2020 Between September and March 78% of all Year 11 PP met, new style action plans co-produced and review meeting completed.	1,100	Head Governors
4 Raising aspiration and broadening experiences	(Gifted and Talented Co-ordinator)	50% TLR 50%	50% of total TLR HAPs PP students proportionally require greater support than non-disadvantaged peers	Use a range of mentoring and coaching opportunities to share a culture of learning/developing high expectation Raise aspiration of students through high profile recognition of student achievement and progress	Early identification, tracking and monitoring. A Range of activities across KS3/4/5 and across September to March for example - Yr7 Scholars Programme Yr7 HAPPI club Yr9 PIXL “Up for Debate” programme KS3 SSAT young leaders award programme KS4 Oxbridge programme Lunchtime lectures programme University visits programme	500	Head Governors
						£3,815	

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TOTAL PP spend						£230706
TOTAL PP Grant £260,890						
Covid PP spending	Student subsidy			Secure the provision of food, travel equipment including ICT to ensure all students are able to access learning		£8227
Carry forward						£35000