

Pupil premium strategy statement 2021-22

Metric	Data
School name	Northampton School for Girls
Pupils in school	KS3&4 = 1433 KS5= 314
Proportion of disadvantaged pupils	KS 3=153 (18%) KS4=103 (18%) KS3&4 = 256 (18%) KS5=58 /328 (18%) Whole School Total = 314/1747 (18%) (Nat 26.5%)
Proportion of FSM students	188 =60% of PP (11% of roll)
Number of Children in Care	KS3&4 = 15 (1%), KS5 = 2 (0.6%)
Pupil premium calculation for 2021-22 based on numbers.	PP =£ 244,480 CIC = £39,865
Pupil premium allocation this academic year from DfE	£200,500 based on October 2020 cohort.
Pupil Premium budget allocation for 2021-22	£227,840
Academic year or years covered by statement	September 2021-22
Publish date	September 2021
Review date	Mid year January 2022 End of year July 22
Statement authorised by	Cristina Taboada-Naya
Pupil premium lead	Paul Parker
Governor lead	Laura Fox (Assistant headteacher Southfields Girls School) 2020-21

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Disadvantaged pupil performance overview for last academic year

Progress 8 PP	2019= -0.12 (GAP 0.6)	2020 = 0.13 CAG (GAP 0.31)	2021 = 1.18 TAG (GAP 0.07)
Ebacc entry Non PP (PP)	2020= 39.3%	2021=50% (36%) 2022= 54% (44%)	2023 = 66% (62%)
Attainment 8 PP	2019 =43 (GAP 9) (Nat=37 B&G))	2020 =46 CAG (GAP 11)	2021=56 TAG (GAP 6)
% of Grade 5+ in English and maths	2019 = 33% (GAP18%) (Nat=24%)	2020= 39% CAG (GAP 16%)	2021= 53.7% TAG (GAP 14%)
Ebacc 5+	2019 = 20% (11% GAP)	2020= 13% (12% GAP)	2021=25.9% (9% GAP)

Strategy aims for disadvantaged 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 2022
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 2022
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 2022
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 2022
Ebacc entry	PP & Non PP = 90%	Yr 9 choices April 2022
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 2022

External barriers

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 October 2019 [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.

We have a truly representative Northamptonshire cohort at NSG. In 2020 our new year 7 were distributed from 75 different primary schools and our 2022 cohort across over 80.

East Midlands

Percentage of pupils eligible
for FSM (2020/21 Autumn
Term)

18.5%

Percentage of pupils eligible
for FSM (2019/20 Spring Term)

16.1%

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RATIONAL:

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 disadvantaged students will improve their chances for economic well being 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 with quality teaching and learning provision to respond to the 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	Pastoral support
The pupil premium gap has closed year on year for the past three years.	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.	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 well being.

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Teaching priorities for current academic year

Measure	Evidence
Priority 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 an homogenous group (Allen, 2018). The learning needs of each pupil premium student must be identified so that teachers can respond expertly in the way they implement the curriculum.</p> <p>Through continued review of the curriculum, evidence informed continued professional development, 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"> Faculty and department meetings will have a fixed agenda item on pupil premium. This will be monitored through the completion of a pupil premium discussion tool kit. Faculties will develop pupil premium stories 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. 	<ul style="list-style-type: none"> Fortnightly faculty meetings. Half termly review meetings will take place between the Heads of Faculty and their senior team link. 	<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	Implement a quality assured, evidence based CPD programme to support quality first teaching to address the identified learning needs of pupil premium students.	<ul style="list-style-type: none"> Continued Professional Development delivered by external experts. Internal training delivered by expert practitioners on evidence based best practice for identifying learning needs and barriers to learning, curriculum development, knowledge organisers, 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 	<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.

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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. 	<ul style="list-style-type: none"> Senior Leaders, Heads of Faculty and Middle Leaders will conduct monitoring and evaluation activities half termly. These will be triangulated with progress data on a termly basis. External school improvement consultants will conduct Deep Dives - June 2021, June 2022. 	<ul style="list-style-type: none"> 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. Rapid Improvement plans will be bespoke to each pupil premium student identified with measurable targets.
Budget allocation Priority 1: £46,200				

Measure	Evidence
Priority 2: Eliminating reading poverty & recovering pupil premium students reading age (RA) inline with chronological age (CA)	We know that last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. 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.

	Action	How	Q A/who/when	Impact Measure
2.1	Continue to Extend the Year 7&8 Accelerated Reader Scheme to Year 9s for this academic year (2021-22) to make up for lost learning during the pandemic.	<ul style="list-style-type: none"> Year 9 follow an English curriculum with a continued emphasis on reading and comprehension as they commence their GCSE course. Use pupil premium funding to extend the licence into year 3. 	<ul style="list-style-type: none"> English teachers of Year 9. Until July 2022 with an interim review in March 2022 to identify if there is evidence for a need to extend to 2023. 	<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 . 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 2022 outcomes.
2.2	Refocus the library lessons to re-engage students in the love of and habit of reading and its importance throughout the curriculum.	<ul style="list-style-type: none"> Set up a working party of staff to re-design how we utilise the library lessons inline with the work of 	<ul style="list-style-type: none"> English teachers deliver the library lesson every week 	<ul style="list-style-type: none"> Percentage of students quizzing increases by 50%. Learning walks and student voice demonstrate a greater engagement with reading across PP students.

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		Andrew Quigley and Christine Coulson. This will be led by a specialist leader of education .	following the new 4 week rotation of activities. <ul style="list-style-type: none"> SEND and low ability readers are supported by a dedicated literacy LSA. 	<ul style="list-style-type: none"> More books are loaned to PP students during the academic year than in previous years.
2.3	Develop whole school literacy to support lost learning for disadvantaged students and reduce attainment gaps.	<ul style="list-style-type: none"> Introduce Disciplinary Literacy across faculties Develop oracy , academic reading and writing Develop literacy in Mathematics 	<ul style="list-style-type: none"> Fortnightly faculty meetings to include strategic planning for improved literacy. 6 mins of CPD produced termly. 	<ul style="list-style-type: none"> Success in Numeracy/ Hegarty Maths is tracked and celebrated in termly assemblies. PP students' home learning record using Hegarty Maths improves. Start to embed Disciplinary Literacy across Faculties
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.				
Budget allocation Priority 2: £39,050				

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 students engagement in their learning Inconsistency in quality first teaching
Projected spending	£85,250

Targeted academic support for current academic year

Measure	Evidence
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Priority 1: 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.

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)

	Action	How	Q A/who/when	Impact Measure
1.1	Maximise the potential of 1:1 / small group tuition for PP & SEND students	<ul style="list-style-type: none"> Utilise the National Tutoring Programme 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 	HOF , subject leaders, Head of Academic Standards NTP tutors or in-house tutoring English team	Intervention enables students to make accelerated progress evidenced in data tracking.
1.2	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. Specialist Leader of Education for Ed Tech continues to offer evidence informed CPD in delivering blended learning. 	Librarian ICT technical support SLE required throughout the year	Equity of access for all students to ICT devices at home for home learning and blended/ remote learning.
Budget allocation				Priority 1: £23,550

Measure

Evidence

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Priority 2: :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 and particularly at the transition phase to secondary school (EEF Toolkit: Parental Engagement).

	Action	How	Q A/who/when	Impact Measure
2.1	Develop a formal timetable for communication with parents centred around consultation evenings, data drops, transition periods and online events.	<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 engagement with learning – how to support at home. Parents/carers complete Access to Learning Questionnaires. 	<ul style="list-style-type: none"> Pastoral Support Officers (PSO) SLT 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.
2.2	Hard to reach parents a priority for PSO and academic standards leaders – to engage these parents 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. 	ICT team Library Inclusion Team	<ul style="list-style-type: none"> Staff will be aware of barriers to learning as recorded in the PP Provision Map. Staff will utilise a broader range of communication technologies to break down barriers in communication
Budget allocation				Priority 2: £31,580

Measure	Activity
Barriers to learning these priorities address	Hard to reach families do not engage with school strategies and new technologies.
Projected spending	£55,130

Wider strategies for current academic year

Measure	Evidence
<p>Priority 1: 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 or not they moved schools during KS4. (NFER Being Present: the Power of Attendance and Stability for Stability for Disadvantaged Students, 2019)</p>

	Action	How	Q A/who/when	Impact Measure
1.1	Pastoral/ Inclusion team dedicated to focusing on attendance and student welfare.	<ul style="list-style-type: none"> 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 HOY. HOY record and track attendance. 	Attendance Officer - weekly SLT for PP- half-termly meetings HOY - weekly	<ul style="list-style-type: none"> Accurate diagnosis and analysis of the barriers individual PP students who are PA are accurately diagnosed 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.
1.2	Provide dedicated nurturing and 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 involves the explicit teaching around the expectations and routines for NSG students but also a personalised approach with opportunity for self-reflection and target setting. 	Inclusion Team BWT TES ZCE	<ul style="list-style-type: none"> Early intervention and social/ emotional support prevents escalation of behaviour and lost learning through disengagement.
1.3	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. 	Student Counsellors HoY	<ul style="list-style-type: none"> Students can receive support for anxiety, well being, social skills which enables them to quickly return to and engage in their learning.

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1.4	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. 	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
Budget allocation Priority 1: £38,360				

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

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Measure	Evidence
Priority 2: : High levels of support at points of transition for PP students – Years 6 to 7 ; Years 9 to 10 and Years 11 to 12.	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
2.1	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 extra curricular programme. Dedicated CDI mapped careers programme in place. Support with transport and other costs for PP students to enable access to summer school provision. Students who are identified through CATS, PIEs & PIMs testing on school entry and yearly reading tests or numeracy enter a catch up programme which closes the gaps for all students so that they can graduate from the support. Raise the profile of numeracy at NSG to raise standards and outcomes. Monitor the setting of PP students to match prior attainment to set. 	Summer School coordinators and teaching staff August 9-13th 2021 Student voice evaluation by Year 7 HoAS Tutors and HOY SEND team Inclusion team Head of KS3 Maths	<ul style="list-style-type: none"> 70+% of new cohort attend the summer school provision. Summer school gives the opportunity to address literacy and numeracy gaps. Year 7 engaged and in the life of the school as evidenced in extra curricular 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 top sets, leading to improved KS4 outcomes.
2.2	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. 	Faculty leaders of EBacc subjects Curriculum review of pathways at GCSE. Specialist Leader of Education for the Most Able Specialist Leader of Education for Careers	<ul style="list-style-type: none"> EBacc percentage is 90% for all students by 2023

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2.3	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. More PP students will be able to access triple science. PP students will be guaranteed a 1:1 careers interview. Dedicated CDI mapped careers programme will be in place. 	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 2022 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: £13,100				

Measure	Evidence
Priority 3: Enabling equitable access to school and the NSG curriculum/extra curricular offer.	This is a fundamental principle in which the Pupil Premium funding is allocated to schools.

	Action	How	Q A/who/when	Impact Measure
3.1	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 more 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. Participation in the NSG student entitlement programme. 	SLT for PP - 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.

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3.2	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. 	Inclusion Team	<ul style="list-style-type: none"> PP students have equitable access to school and all opportunities
Budget allocation Priority 3: £36,000				

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	£87,460

Total Budgeted Cost £ **£227,840**

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 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.	Rigorous and regular analysis of data and knowledge of students' needs by teaching and pastoral is matched with quality assured national or internal intervention provision that results in rapid impact.
Wider strategies	Guaranteeing the quality of curricular and extra curricular programmes and delivery.	Proactive promotion of opportunities to disadvantaged students matched with a quality and broad extra curricular / co-curricular offer raising attendance from disadvantaged students

Summary Impact statement

There is growing national evidence around the impact of school closures on the learning outcomes of pupils which replicates our own experience. This research shows a consistent pattern – that Pupil Premium students in particular have made less academic progress compared with the previous year group. Though we are clear we need to undertake activities that will accelerate the progress of all students, our internal data suggest that Year 10 and Year 12 have been particularly impacted. Whilst nationally the impact on disadvantaged students and SEND remains of great concern:







Since our return from Lockdown, there has been a precise and defined focus on Year 10 and Year 12 to rapidly address the cumulative disruption of a new course with greater academic rigour, disproportionate instances of Isolation and Lockdown as outlined in our SEF.

We have been impressed by the resilience and determination of our students in our exam groups to succeed this academic year and we have seen Gaps close for a further year. Positive attendance at lessons in lockdown and concentrated support and fair assessment process have maximised outcomes for our pupil premium students (and HAPs focus group). We were able to maximise our facilities to enable a strong extra-curricular offer within restrictive government guidelines, which includes two virtual concerts, participation in the NTP programme, Brilliant Club and summer schools for our Year 10s and our new year 7 cohort.

In 2021-22 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. There is work to do to improve outcomes in Maths for PP students and raise the number of PP students in higher sets to enable them to transition into STEM subjects at post16. Our dedicated programme of CPD has the aim of enriching and personalising teaching and learning experiences for our forensically known students and maximising outcomes and opportunities.

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Impact and Cost Review: Pupil Premium Strategy 2020-21

ACTION	OUTCOME - Summary statements - input here	Impact	Cost
Quality Teaching for all		Allocated BUDGET £22,000 (Spent £32,088)	
Curriculum Development and CPD	Knowledge organisers in place for all year groups and subjects. Departments successful in supporting Year 11 development in recall, interleaving and revision techniques to support outcomes in teacher assessed grades. Increased staffing and curriculum time in English, Maths and Science allows for smaller groups and carefully considered grouping. Faculties maximise specific CPD and use faculty meetings used to train staff and produce high quality resources with new technology remotely or for home learning.		
Quality First Teaching - RIP PP stories	The Pupil premium cohorts in Years 10-13 made significant gains in outcomes following identification and targeted strategies being employed but the gains were still not as large as those who were not PP students. Therefore a GAP remains wide.		
Targeted support and intervention		Allocated BUDGET £7,700 (Spent £8,500)	
NTP Catch up Programme in English or Maths for Yr11 Summer School for Yr10 entering Yr11 September 2021	<p>Before intervention only 25% of the students were on track to achieve a Grade 4 or higher and all students were at least a grade below target. Following intervention 83% of PP students were awarded a Grade 4 or higher. 67% achieved 2 grades higher than in the October assessment.</p> <p>31 Year 10 students signed up to attend. These were identified according to a combination of academic and social and emotional needs. Academically, according to internal assessment data, they had fallen behind by two or more grades in three or more subjects. Socially and emotionally they were identified by the pastoral team as vulnerable due to a loss of confidence and social skills as a result of repeated instances of isolation. This was having an impact on their resilience and motivation. 28% of Pupil Premium students were identified.</p>		





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<p>All KS3 PP students have a reading age equal or above that of their chronological reading age.</p>	<p>Comparing data from pre-covid from December 2019 to July 2021 the Year 9s PP have been most affected with a -20% loss in students @CA . Year 8 have made a big recovery in the final term of the year and have made a gain of 16.3%@CA taking students from 37% to 53.5% @CA which is close to non PP students in Year 8. This is particularly pleasing as March to July reading age scores from star tests have historically dropped due to the library being out of action due to the effect of the exam timetable. This however, is still lower than pre pandemic levels.</p>		
<p>Raising achievement and progress for PP HAPS</p>	<p>In the majority of measures the PP HAP students have improved outcomes over the last 3 years and in all measures from 2020 to 2021. The progress of low attainers, followed by high prior attainers have suffered the most as a result of the pandemic, both Nationally and within NSG. This needs to be a priority for improvement for 2021-22.</p>		
<p>Behaviour, attitudes and attendance improvement strategies</p>		<p>Allocated BUDGET £89,000 Spent: £80,992</p>	
<p>To decrease the % of Pupil Premium students with persistent absence (PA)</p>	<p>In January 33% of students who were persistently absent (hit a threshold of 10%) National 2018/19 All 95.3% FSM 92.5% NSG 2020/21 All 94.48% PP 93.0% Non PP 95.8%. This is close to the national average in a non pandemic year. Government figures in June 2021 was 84.9% on 17 June for all students. NSG figure for PP, June 18th (Yrs 7 to 10&12) = 94.1%.</p>		
<p>Parental communication and attendance at parent consultation evenings</p>	<p>Chasing up on Edulink One communication difficulties. Proactive support for booking virtual appointments and resolving technical issues. Weekly contact with PP students during lockdown. Proactive support in making appointments increased prebookings by 50% and a further 33% through direct calling. Clashes in personal or work commitments and 25% of the PP students' parents were not properly set up on Edulink or did not realise how it worked. Contact has been effective and timely to improve this and should improve communication going forward.</p>		
<p>Transition 6 to 7 Summer school</p>	<p>200 (75%) of our new year 7 students attended a five day academic/pastoral/creative summer school 9-13th August 2021. 500 parents and carers attended the Carnival performance and showcase on the friday afternoon. Six PP students received additional support with school provided transport to facilitate their attendance.</p>		
<p>Transition Year 9 to 10 : EBACC</p>	<p>The numbers of Pupil premium students choosing EBACC subjects has increased form 36% in 2019 to 44% in 2020 to 66% in 2021</p>		

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Provide bespoke CEIAG support for disadvantaged students	Highly personalised careers education programme was delivered throughout the key stages. Individual info and guidance given to vulnerable groups in line with their needs and age. 96% of year 10 & 11 pupil premium/ SEND students received a 1:1 meeting with the careers adviser		
Improving access and participation in the wider curriculum.	The number of extra curricular activities has increased by 311 from November to June (per week) to 816 but this is still considerably down from the 2000+ student activities per week we have had in 2018-19 Specific focus has been placed on raising PP participation in Science catch up as you can see in the June figures, and Yr11 November figures through work with the National Tutoring Programme. Where % of PP of ALL is between 17-20% it would be representative of the school / year group cohort.		
Catch Up Premium improvement strategies		Allocated BUDGET £16,700 Spent £16,700	
Catch Up – Literacy & Numeracy Year 7	PP students receiving intervention in both Literacy & Numeracy have made better average progress than Non PP students in intervention groups.		
SEND improvement strategies (PP&SEND)		Allocated BUDGET £78,675 Spent £78,105	
SEND Summary	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 2021 in Yr11 A8 47.82 / P8 0.83 compared with 2020 A8 37.82 / P8 0.05 Yr13 students 2021: VA for E:0.47 K: 0.77 average points E: 25 K: 33.66 compared with 2020: VA for E: 1.43, K: 0.53 and Av Points E: 53.33 , K: 33.08		
Minimise the impact of the Covid pandemic on our disadvantaged students		Allocated BUDGET £24,620 Spent £31,120	
Use of dedicated staff to track students engagement and access to learning	The Parent liaison officer (PLO) specifically supported the communication with parents/carers during periods of lockdown and in attending parent’s evenings and ensuring online communication was accessible to all.		

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during periods of lockdown and parent/carers engagement with parent's evenings and other electronic communication			
Laptops for Vulnerable learners:	116 NSG school devices were loaned throughout the two lockdowns to enable successful access to online learning. These were gradually phased back into school use as government devices were given to schools in early July 2020. 46% were issued to PP students March-September and 65% were issued to PP students January- March 2021.		
Invest in laptops for staff and graduated skills CPD for all staff to support quality online learning provision	See remote learning report (CCE) Appointment of expert practitioner in online learning and rigorous training programme in place supported by faculty champions enables all staff to maximise their new staff devices for the benefit of all students. Further development of quality online resources supports all learners with access to learning resources, recall and revision.		

Key



Very high impact: the targeted level of improvement was achieved with a very large majority/ almost all (80% – 100%) of students in the intervention/treatment group.



High impact: the targeted level of improvement was achieved with a large majority (64% – 79%) of students in the intervention/treatment group.



Medium impact: the targeted level of improvement was achieved with a majority (51% - 63%) of students in the intervention/treatment group.



Low impact: the targeted level of improvement was achieved with a minority (34% – 50%) of students in the intervention/treatment group.



Very low/ no impact: the targeted level of improvement was achieved with a very small minority (0% to 33%) of students in the intervention/treatment group.



High cost: £401+ per student



Medium to High cost: between £301 and £400 per student



Medium cost: between £101 and £300 per student



Medium to low cost: between £51 and 100 per student



Low cost: between £1 and £50 per student

Externally provided programmes

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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	Brilliant Club TLC Live My Tutor
Accelerated Reader - with Star Tests - (extension into year 9)	Renaissance Reading