NORTHAMPTON SCHOOL

'Nurturing Success'

Pupil premium strategy statement

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

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

School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement for each academic year)**	2023 to 2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Matthew Edwards, Headteacher
Pupil premium lead	Katy-Jane Wilkins Assistant Headteacher
Trustee lead	Mary Kay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,645
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£31,645

Part A: Pupil premium strategy plan- Statement of intent

The school is committed to ensuring all students have access to a safe, calm, orderly and positive environment in line with our ethos statement. An environment in which all students can learn, succeed and thrive. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

A focus on supporting students with their wellbeing and SEMH needs we believe will also translate to academic success. We understand the importance of having an individualised and adaptive approach to supporting each disadvantaged student. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set by ensuring all students have access to a knowledge rich curriculum.
- act early to intervene through identification of student challenges at the weekly Pupil Welfare Panel meeting.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations.

Challenges

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

Challenge number	Detail of challenge
1	**Achievement** in Maths and English. Nationally, the attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.
2	**Achievement:** Nationally, disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.

3	**Well-being and positive engagement:** SEMH and wellbeing-based issues are disproportionately high currently. Evidence nationally mirrors our own evidence and practice requirements. Ensuring that extra-curricular activities are accessed by PP students.
4	**Attendance:** School target for attendance is 97%+. Some PP students have a lower attendance, and this reduces their learning time and impacts progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1) Achievement in Maths and English. Through Quality First Teaching and targeted Quality Assurance we aim to reduce the gap in Maths and English.	Numeracy tests, 3 termly assessment and Mathletics will be used for numeracy and will demonstrate a reduction in the difference between PP and non-PP students. Quality Assurance processes will show that teachers are aware of the areas of need for all PP students and are using effective strategies to reduce knowledge gaps. SLT and Inclusion and Intervention Lead will scrutinise data and trends internally and when available against historic and external examples.
2) Achievement: reading ages of disadvantaged students improves in line with non-PP students.	In KS3 Lucid Exact, 3 termly assessments and Accelerated Reader used to assess literacy improve and demonstrate a diminishing gap between PP and non-PP students. SLT and Inclusion and Intervention Lead will scrutinise data and trends internally and when available against historic and external examples.
3) Well-being and positive engagement: By providing a range of opportunities for students to access extra-curricular activities we build the cultural capital for PP.	Students speak positively about the school in the student survey and feel safe and happy at the school. Parents/carers surveys demonstrate a positive view of the school. There is a very high level of engagement in extracurricular activities and opportunities by disadvantaged students.
4) Attendance: School target for attendance is 97%+. Some PP students have a lower attendance, and this reduces their learning time and impacts progress.	Attendance figures demonstrate that the gap between PP and non-PP student attendance is reduced. Disadvantaged student attendance is at least in line with the national average and meets the school target of 97%.

Activity in this academic year

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

Teaching

Budgeted cost: **£9,153**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of GL Assessment material Lucid Exact, AR & Mathletics + qualified leader from Inclusion Team	The EEF report highlights Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1, 2
Professional development National College membership and other bespoke training such as SSAT Instructional coaching	Effective Professional Development should be used to enhance student outcomes in the classroom. National College will be used in school to embed an evidence informed approach to the continuance of professional development. Instructional coaching has the impact that it does because of its specificity and incremental nature. It also acknowledges that teachers need high levels of support to adopt new habits in the complex environments of their classrooms.	1, 2
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. Disciplinary Literacy Training for all teaching staff.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)	1, 2

Targeted academic support

Budgeted cost: £11,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing capacity across the school used strategically for Pupil Premium Intervention. This capacity can be used to provide 1:1 and small group tuition, in-class support and team-teaching, additional teaching groups, enhance feedback and enable academic mentoring support.	Individualised instruction can be an effective approach to increasing pupil attainment. Studies of Individualised instruction with older pupils of secondary age tend to show higher effects. The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.	1,2
Additional 1:1 literacy intervention (phonics) support for identified students with reading age below 7.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. EEF research shows that the teaching of phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. One to one tuition | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF	1, 2
Delivering well-evidenced numeracy intervention by Inclusion Lead interventions for pupils that require additional support- Mathletics	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions | Teaching and Learning Toolkit | EEF	1
Promote effective literacy through whole school strategies. Trust Literacy Lead developing reading for pleasure ethos.	Twice weekly, Personal Development whole group reading to aid reading comprehension strategies. These are high impact on average (+6 months). EEF research.	2

Wider strategies

Budgeted cost: £10,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Practitioner to manage students with significant barriers or ability to access school and negotiate with families. School Counselling for identified students with SEMH issues.	Mental Health Practitioner and school led counselling CBT intervention, Person Centred Counselling, Psychodynamic Counselling all have clear impact in supporting student emotional skill level and reduce depression and signs of anxiety.	3,4
Inclusion Mentoring- including Lego Therapy and Social Development sessions as well as break and lunch time drops ins.	Mindfulness, emotional literacy, emotional intelligence, engagement with the school and wider world, supporting cultural, financial and other divides – these reduce conflict and behavioural incidents	3,4
Residential, music peripatetic lessons, school club access for clubs that require additional cost, subsidies to support engagement in activities. Use of the Evolve system to track engagement.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress according to the EEF. Extra-curricular programmes ensure participation and engagement are high. Disadvantaged groups engagement may be lower in some of these areas but with support the participation remains close to non-disadvantaged students at NS.	3,4
Sport and the Performing Arts – disadvantaged students joining a school team and given all facilities to ensure engagement.	Immediate engagement in Year 7 with a plan to avoid drop our rate. Understanding Teamwork and participation over outcomes. As well as being valuable in itself, arts participation can have a positive impact on education outcomes when the interventions are linked to academic targets. Arts participation | Teaching and Learning Toolkit | EEF	3,4
Mentoring work - related to behavioural incidents leading to specific interventions to reduce incident frequency led by specialist support staff or Year Team Leader.	Identification of incidents and succession of incidents through Pupil Welfare Panel discussion. Targeting interventions and tier of intervention to ensure barriers between school and student are removed and engagement is high.	4
Uniform and transport hardship funding and provision of curriculum supplies for students to ensure positive engagement in school life.	Case studies demonstrate the positive impact of supporting students and families to overcome barriers to engagement, attendance and progress.	1,2,3,4

Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extra-curricular activities.	Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement.	3,4
ICT provision to support the learning of disadvantaged students to reduce the digital divide and associated barriers to learning. Learning Zone.	Some students require access to digital resources that cannot be provided by families in order to engage with learning at home.	1,2,3,4
Rewards and recognition to positively reinforce and incentivise good behaviour	Positive feedback strengthens relationships and engagement and reinforces positive behaviours.	4
Additional leadership time and capacity focused on providing support for disadvantaged pupils	The school aims to improve outcomes for disadvantaged students by ensuring clear and distributed leadership roles and accountability at different levels.	1,2,3,4

Total budgeted cost: £31,645

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Not applicable.

Externally provided programmes

Programme	Provider
Not applicable	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Not applicable
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence on feedback demonstrates it has significant benefits, particularly for disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local Mental Health Support Team and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.