

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Northgate High School
Number of pupils in school	791
Proportion (%) of pupil premium eligible pupils	34.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	L Beasley
Governor / Trustee lead	T Kinnaird

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191 000.00
Recovery premium funding allocation this academic year	£29 000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£126 314.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£346 314.00

Part A: Pupil premium strategy plan

Statement of intent

The ultimate goal of our pupil premium strategy is as follows:

“No child's achievement to be limited by their additional learning needs; their socio-economic status or their family background”

In order to achieve these we operate a ‘disadvantaged first’ policy, in which students with known barriers to learning are planned for first, whether this be for pastoral or academic support. We continue to focus on educational outcomes for students but we also take account of holistic development and plan for support at the earliest opportunity. This work begins before the student is on roll with us and continues until they have secured their next destination.

Our plan is underpinned by the following principles:

High ambition and aspiration for all

Inclusive environment that does not discriminate or limit

Early identification of needs

Individualised person centred planning

Holistic support that is mapped and tracked

Importance of relationships

Over the next 3 years we are focussing support for disadvantaged learners in the following 3 areas with an understanding of the impact that national lockdowns has had on our most disadvantaged learners.

- 1. Additional tutoring in core skills in the following subject areas – English, Maths, Science and MFL*
- 2. Literacy support through a whole school focus on reading*
- 3. Improving attendance and engagement with school through parent partnership work*

Challenges

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

Challenge number	Detail of challenge
1	Literacy/numeracy skills – Disadvantaged students enter Y7 with lower reading ages and literacy/numeracy skills below their peers. Weaker literacy and numeracy needs addressing in Y7 and 8 to ensure that PP students make more progress to close the gaps.
2	Attitudes to learning can be a significant barrier for some of our disadvantaged students. Our own internal data on A2L shows that there are proportionally more students in receipt of PPG that display behaviours that result in sanctions and lower merits.
3	Aspiration and uptake of facilitating subjects – proportionally fewer PP students than students without a disadvantage are on the AG+T record and fewer PP students take facilitating subjects
4	The completion of regular, high quality homework is lower overall in our PPG students compared to non-PPG. Lockdowns impacted more on PP students in this bracket as whilst teaching continued in 2020/2021, there were some students whose lack of engagement impacted on their progress.
5	Attendance of PP students has historically been lower than non-PP peers and below the 96% target for the school. Poor attendance reduces the time spent in school and causes them to fall behind in comparison to their peers.
6	Lack of exposure to cultural capital and enrichment activities outside of school due to financial circumstances and rural locations.
7	Many service children that arrived on the neighbouring base were previously educated overseas . Parents are in active service and are regularly posted overseas, resulting in episodes of parental absence.
8	Parental engagement in education can be lower for some of our disadvantaged students.
9	There are a number of PP students for whom English is not the primary language spoken at home or who have only recently moved to the country and have limited English language skills.

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
<i>Sustained improvements to outcomes at KS4 for PP students</i>	Higher percentage of PP students achieving grade 5 in English and Maths and a continuation of the narrowing of the gap. Gap is closing and showing sustained improvements from 2018. P8 to continue to be above non-PP students Increased use of revision tools by PP students Reduction in NEET figures for PP students Data tracking in all year groups to show no gaps between PP and non-PP groups.
Improved attendance for all PP students	Reduction in gap between PP and non-PP students attendance (2% in recent years). Increase in PP attendance in all year groups. Reduction in persistent absence figures for PP students.
Improved attitude to learning for PP students	Fewer incidences of poor behaviour resulting in C2's, C3's and a reduction of 'revolving' PP students in referral facility. Increase in number of merits achieved by PP students.
PP students play a full, inclusive role in the life of the school	Increase in uptake of PP students in clubs and leadership roles. Increase in number of students attending external visits and uptake of peripatetic music lessons.
High levels of progress of Y7 and 8 PP students in literacy and numeracy skills	End of Y7 achievement data shows the gap has closed for PP students. Accelerated reader to show improved progress in reading age scores for PP students in comparison with non-PP students to close the gap. Lexia to demonstrate impact on lower attaining PP students.
Support with next steps in KS4	All PP students to be prioritised for careers advice and University outreach programmes. Y11 PP students prioritised for academic mentoring.
Higher achieving students - how can we use the money for them??	

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 220 694.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD, appraisal and Lessons Learned system</i>	Sutton Trust research shows that quality of teaching is by far the biggest factor within schools that impacts on the achievement of children from poorer backgrounds. High quality CPD is essential in supporting the development of teachers skills. The Lessons Learned system provides a package for monitoring teaching and learning across the school and for staff to record their CPD and evaluate it.	1, 2, 3, 4, 5, 7, 9
<i>Satchel one online package</i>	Homework is shown by Sutton Trust research to have a positive impact on disadvantaged students. Regular homework develops and consolidates knowledge. Satchel one ensures access for homework and a portal for parents to monitor homework set.	1,4, 8
<i>Provision of learning materials and revision guides</i>	All disadvantaged KS4 students are given free access to revision guides and resources that are paid for by the rest of the cohort. Course materials such as chef whites/ingredients for catering courses and art supplies are also provided to ensure level access to courses.	1, 2, 3, 4, 5, 6,
<i>Access to GCSE pod, Seneca and SAM Learning,</i>	Use of digital technologies is proven to enhance and support learning. The Sutton Trust research shows that access to digital technologies can enhance progress. GCSE pod and Seneca both allow students to access revision and support material through an app and impact is proven for regular usage.	3, 4, 9
<i>Accelerated reader</i>	All students in Y7 and 8 have access to the accelerated reader scheme, which is delivered across all subject areas to	1

	support and develop literacy skills across the cohort and subject areas.	
<i>EAL secondary network</i>	The school has joined the EAL secondary network in order to improve support and pedagogy in relation to EAL learners, particularly those that are new to the country and have limited English skills.	7, 9

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33 623.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lexia – Power Up Literacy support</i>	Power Up by Lexia is being used as a targeted intervention to support learners that have not made expected progress with their literacy skills and are significantly behind their peers. It is an online platform that students can work on in their own time, alongside a support package delivered by staff. In house data is showing the impact it is having on disadvantaged learners.	1
<i>Mathletics – numeracy support</i>	Mathletics is an interactive on line teaching and homework tool which builds student engagement and consolidates maths knowledge. It provides bespoke support for learners. In house data shows the impact it is having on disadvantaged learners.	1
<i>Brilliant Club – aspirational programme</i>	The Brilliant Club is run through funding directly from the Sutton Trust and provides an opportunity for disadvantaged students to spend time in a Russell Group University. Tutoring is provided by a PhD student and students will write a mini-thesis based on their research.	1, 3, 6
<i>Revision schools</i>	Easter revision school provides Y11 students with effective revision support in the run up to their exams. It is targeted to support disadvantaged learners first.	1, 2
<i>Targeted academic mentoring and tutoring</i> <i>See also Covid recovery funding</i>	Underachieving KS4 students supported through a wider mentoring programme involving parents, together with targeted academic support by	1, 2, 3, 4, 8

	intervention tutors in Maths, English, Science and MFL.	
<i>Heggarty Maths</i>	All students in KS3 and 4 have access to Heggarty Maths to support their development of their mathematical skills.	1

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

Budgeted cost: £ 49 315.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Unifrog	Unifrog is a platform that supports learners in their desination decisions. It is used from Y7 through to 14 to develop aspiration and provide support for the decision making process.	3
<i>Uniform subsidies</i>	Uniform support for students in times of need stops a lack of appropriate uniform being a barrier to attendance or a source of conflict.	2, 5
<i>Trip subsidies</i>	The benefits of outdoor learning are identified by EEF in their report and it is essential that disadvantaged students can access the same cultural experiences as their peers. The visits and trips fund enables students to access beneficial visits, trips and enrichment activities that would otherwise be hindered by financial constraints.	2, 6
<i>Y6 transition projects and summer school</i>	Research shows that the transition from primary to secondary education is stressful for children and their parents (Evangelou, 2008). An extended transition in the summer term and subsequent summer school allows for students and parents to become familiar with the school and staff and to build relationships prior to their start date.	1, 2, 5, 8
<i>External Learning Facility</i>	The EEF shows that outdoor learning programmes can have a real impact on students progress. The ELF is an external learning environment where vulnerable disadvantaged students are supported in their development beyond the classroom. The ELF is the base for an enrichment support programme at KS3 and 4, which gives time to students	1, 2, 3, 5, 6

	to develop confidence, literacy, numeracy, emotional health and life skills.	
<i>Student and family support</i>	Support for families and students through agencies such as CAMHs is becoming harder to access. Interventions offered by our student and family support coordinator are invaluable in being able to offer support to students and families who need it the most, thereby reducing a barrier to learning for our most vulnerable students. Provision is provided pastorally and the coordination of external support where appropriate.	2, 5, 8
<i>Peripatetic music lessons</i>	All disadvantaged students are offered free music lessons for enrichment purposes.	6
<i>Whole school programme to raise literacy</i>	Longer term strategies to improve literacy in the wider school community, through both development of the learning hub through the appointment of a Literacy leader in the Hub, with a focus on cross curricular literacy, developing reading skills and promoting a love of reading across the key stages and sites.	1, 2, 3, 4 and 8

Total budgeted cost: £ 303 632.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During 2020/2021 we focussed our plan on increasing the support available for children. This included purchasing additional IT equipment and licenses to support with home learning as well as increasing academic, pastoral and mental health support. This enhanced offer was available both in school and whilst national lockdowns were in place and ensured that children and parents were well supported in accessing high quality learning opportunities. We have continued with our 'disadvantaged first' policy.

Purchased hardware has since been available in school to support with targeted additional literacy and numeracy programmes as well as available for disadvantaged students to use to support with homework.

Part of our PPG budget, together with covid catch up funding was used to fund additional tutoring through both the National Tutor Programme and our in-house tutoring programme, which was primarily targeted to support our most disadvantaged learners across all year groups in Maths, English and Science.

We continued our programme of support for high potential disadvantaged learners through our Brilliant Club programmes and University outreach programmes which continued throughout the national lockdowns and beyond. Groups of Y8 and 9 students successfully studied a PhD programme in conjunction with University of Cambridge and University of East Anglia. A group of Y10 students successfully completed a summer school and mentoring through Oxford University and a group of Y7 boys completed a UEA outreach programme.

Our literacy support programmes including Lexia and Accelerated reader have continued to demonstrate impact on disadvantaged learners, with support being given to those students who are below age related expectations in reading and comprehension.

We also used the PPG budget to support with the costs of learning for students, funding equipment, uniform and revision guides for those in need.

Internal progress tracking data is currently showing the following:

Y7 (2021) – no discernible gaps in English, Maths and Science

Y8 (2021) – no discernible gaps in English, Maths and Science

Y9 (2021) – no discernible gaps in English, Maths and Science

Y10 (2021) – forecast progress data is indicating that disadvantaged students performance is in line with that of their non-disadvantaged peers. Attainment at 9-5 and 9-4 is forecast to be below that of non-disadvantaged peers, but this reflects attainment profile on entry.

The profile of outcomes for students currently on role reflects that of our last set of verified outcome data from 2019, in which disadvantaged student progress data was higher than their non-disadvantaged peers and the national average.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.