

## School overview

Detail	Data
School name	Northfleet School for Girls
Number of pupils in school	1180
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chris Norwood, Headteacher
Pupil premium lead	Graeme Hellyer, Assistant Headteacher
Governor / Trustee lead	Jan Blease, Member of governing board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,534
Recovery premium funding allocation this academic year	£43,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£308,034

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to help every young person to Dream Big and Achieve through:

- High Expectations
- Working Together
- Enjoying the Journey

We understand that this experience offers a range of challenges for students with different backgrounds and starting points. We believe that all students have talents, and our role is to support everyone to flourish in their passions.

Our Pupil Premium Strategy is designed to fulfil three fundamental principles:

1. Developing high quality teaching and learning across the whole school will improve progress rates for all students, including the disadvantaged. By increasing the attainment of disadvantaged students, we can narrow the gap between disadvantaged students and the rest of the school.
2. Implementing a new assessment model at Key Stage 3 and PASS reports will support us to identify individuals in need of support and encourage early, proactive interventions to help narrow the disadvantaged attainment gap.
3. Implementing our diverse and bespoke intervention strategies available with a rigorous evaluation cycle, we will be able to track the impact of our support programmes on narrowing the attainment gap to make more informed and effective decisions for our students

## Challenges

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

Challenge number	Detail of challenge
1	Students with lower reading levels are less able to access exam material, which can impact on pupils' confidence. This means students with lower reading ages could be held from accessing higher grades, therefore limiting their attainment.
2	A linear assessment model makes it more difficult to identify gaps in attainment. A flightpath model enables leaders to identify misconceptions at a class, subject and curriculum level. The language

	used in a flightpath model is more positive and encouraging for students to help build confidence in learning.
3	A strong CPD programme embedded with rigour and clarity can reduce in school variations in teaching and learning, and help increase expectations in classrooms.
4	Our DSEN students consistently achieve above their expectations. By giving all staff the opportunity to develop and embed our successful strategies, we can significantly reduce the disadvantaged attainment gap.  Not all implemented support strategies are equally effective. By rigorously evaluating the effectiveness of our DSEN support strategies, we can ensure we are supporting all students as best we can.
5	COVID has impacted on student progress in all schools, and has led to wider gaps in learning. Some students will benefit from additional support in the classroom to aid with differentiation, and some students would be more successful in smaller groups and in 1-2-1 interventions to help overcome these academic gaps.
6	Students with less ambition and lower aspirations tend not to attain as highly in secondary school. Our Dream Big programme is designed to increase the aspirations of all students and develop the whole person beyond their academic progress. Student expectations of self and understanding of career paths can be improved, and proactivity in and out of the classroom can be increased as a result.
7	COVID restrictions and other factors have increased a need for pastoral interventions such as mental health support. Upon the return to school post lockdown, there is an increased need for alternatives to external exclusions, and a behaviour and reward system that is implemented consistently across the school.

## 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
Overall increase in reading and comprehension levels for all KS3 students.	75% at benchmark reading level for their age Reduce the reading age gap between disadvantaged pupils and non-disadvantaged pupil to 0.00. Upward trend in English GCSE scores with significantly reduced Disadvantaged/non-disadvantaged gap. Literacy embedded in every lesson across the school as standard.

	<p>Maths tier entries increase proportionately towards higher tier.</p> <p>Whole school awareness of student reading levels and literacy policies fully embedded across all subjects in assessment data.</p>
<p>Increase in progress rates at KS3</p> <p>Staff and students to be confident using the KS3 assessment language.</p>	<p>90% of students happy with KS3 progress, through student voice.</p> <p>The disadvantaged attainment gap and progress in KS3 to narrow to by the end of 2022, and to close by the end of 2024.</p> <p>Increase progress rates in KS4 as a result of higher attainment in KS3.</p> <p>Reduction in changes to option choices as a result of more appropriate decisions made.</p>
<p>Increase in rigour and consistency of the CPD programme, reducing in-school variation across departments.</p>	<p>85% of staff respond that CPD undertaken was useful and applied within the classroom.</p> <p>Strategies consistently implemented and demonstrated in lesson observations and learning walks.</p> <p>Increase in proactivity in lessons with higher expectations; linked to a reduction in behaviour points for proactivity.</p> <p>95% of fast-track students say they are highly challenged in lesson. 90% of fast-track parents say their child is making “good progress” in Year 7.</p>
<p>Increase in training, monitoring and reviewing of the effectiveness of DSEN support strategies.</p>	<p>85% of teachers confident with and applying the DSEN training with student voice triangulating this.</p> <p>CPD for all staff regularly, and increased focused sessions for teachers of DSEN groups.</p> <p>95% of parental reviews of tracking undertaken.</p>
<p>Reduce attainment gap for targeted groups in English, Maths and Science by utilising academic coaches in lessons and for specific interventions.</p>	<p>Narrow the attainment gap for those in receipt of specific intervention.</p> <p>Reduction in the progress gap for disadvantaged students in their GCSEs.</p>
<p>Students recognise the value of the Dream Big programme and its</p>	<p>90% of students recognise value of Dream Big.</p> <p>90% say they are well supported in their careers, linked to below average NEET figures.</p> <p>70% of students to attend a club through the academic year.</p>

<p>value in their development journey. Clubs and trips are seen as an essential part of the whole school journey</p>	<p>90% of students to attend a trip through the academic year. All students are supported in their career choices through specific and targeted support.</p>
<p>Pastoral data to be available to all leaders to inform Dream Big and Base activities to meet the needs of students outside.  Improvement in students' attitudes to self and school. Narrow the gap in confidence for disadvantaged students and the rest of the school.</p>	<p>All students to have a PASS survey completed in year 2021-22, and data to be shared with appropriate leaders.  All students to understand how their attitude to self and school impacts on their learning.  Monitoring systems for interventions developed within SIMs  Reduction in external exclusions but using The Bridge internal exclusion systems.</p>

## 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: **£102, 678**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school Continuing Professional Development [CPD]</p> <p>Introduction of High Impact Teaching and Learning Strategies [HILTS] lead, High Attaining Pupils [HAP] lead, e-learning lead, and improved CPD calendar</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	3,4
<p>Implementation and embedding of a new KS3 assessment model that is built around a flightpath model rather than a linear model reporting on GCSE attainment.</p>	<p>In school research shows that a linear assessment model can demotivate students. A lot of schools are moving to a similar model.</p> <p>Formative/Summative Assessment; how grades can affect learning:</p> <p><a href="https://researchschool.org.uk/durrington/news/focusing-on-the-formative-at-ks3">https://researchschool.org.uk/durrington/news/focusing-on-the-formative-at-ks3</a></p>	2,6
<p>Accelerated Reader programme used through KS3, and for those in KS4 identified as needing additional support, through any subject teacher referral in school</p>	<p>The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	1
<p>Reading Academic Mentor hired to work 3 days a week across the most vulnerable</p>	<p>Effective use is made of specialist knowledge to support individual departments and teachers</p>	1

groups and those most in need	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413182/Improving_literacy_in_secondary_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413182/Improving_literacy_in_secondary_schools.pdf</a>	
Whole school literacy strategies to be embedded in lessons and regularly updated through the year with links to subject specific terminology. Reading ages and intervention levels to be accessible to all staff in SIMs and training and updates on literacy shared termly. Good practice shared	Developing reading skills through work that makes cross-curricular links with other subjects helps increase attainment. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413182/Improving_literacy_in_secondary_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413182/Improving_literacy_in_secondary_schools.pdf</a>	1,3

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

Budgeted cost: **£102, 678**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Academic Coaches in English, Maths, and Science	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	5,1
Staff CPD on whole class approaches to DSEN	Inclusive Classroom practice: <a href="https://www.educationdevelopmenttrust.com/our-research-and-insights/research/from-exclusion-to-inclusion">https://www.educationdevelopmenttrust.com/our-research-and-insights/research/from-exclusion-to-inclusion</a>  Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	4,1
Review all SEND interventions for effectiveness. Embed regular SEND	Complement high quality teaching with carefully selected small-group and one-to-one interventions are a powerful tool to increase attainment:	4, 3, 1

interventions during Base time across all year groups in core subjects by trained LSAs	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£102, 678**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of PASS standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Knowing your students; links to PASS and pastoral support <a href="https://researchschool.org.uk/durrington/news/improving-behaviour-in-schools-a-look-at-the-evidence">https://researchschool.org.uk/durrington/news/improving-behaviour-in-schools-a-look-at-the-evidence</a>	7,6,3,4
Appointment of Academic Life Coach	Careers in the curriculum has the potential to have a bigger impact on young people's educational outcomes if the quality and consistency of interventions can be raised <a href="https://www.careersandenterprise.co.uk/media/0q0bqhmp/careers_in_the_curriculum_report_what_works.pdf">https://www.careersandenterprise.co.uk/media/0q0bqhmp/careers_in_the_curriculum_report_what_works.pdf</a>	6
Implementation of Dream Big Programme	When implementing aspiration interventions, schools might consider including: <ul style="list-style-type: none"> <li>• Guidance on the knowledge, skills, and characteristics required to achieve future goals.</li> <li>• Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy.</li> <li>• Opportunities for pupils to encounter new experiences and settings.</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a> Careers in the curriculum is more effective when it is well lead and managed and integrated with a stable	6



	<p>programme of careers and enterprise activity.</p> <p><a href="https://www.careersandenterprise.co.uk/media/0q0bqhmp/careers_in_the_curriculum_report_what_works.pdf">https://www.careersandenterprise.co.uk/media/0q0bqhmp/careers_in_the_curriculum_report_what_works.pdf</a></p>	
<p>Additional Mental Health support to students, including dog mentoring</p>	<p>Those with existing mental health conditions may find that they are exacerbated by the lockdown. New research from NHS Digital found that 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p> <p><a href="https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/lifestyle-factors/coronavirus-supporting-children-and-young-peoples-mental-health/">https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/lifestyle-factors/coronavirus-supporting-children-and-young-peoples-mental-health/</a></p> <p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	7
<p>Behaviour strategies implemented across school, CPD for staff, alternatives to exclusion (Bridge)</p>	<p>Embedded across the school</p> <p>Whole school whole class strategies: An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>Knowing your students; links to PASS and pastoral support</p> <p><a href="https://researchschool.org.uk/durrington/news/improving-behaviour-in-schools-a-look-at-the-evidence">https://researchschool.org.uk/durrington/news/improving-behaviour-in-schools-a-look-at-the-evidence</a></p> <p>Those most likely to be excluded include:</p> <ul style="list-style-type: none"> <li>● older children</li> <li>● those who had additional learning needs (SEND/ASN/ALN), eligibility for free school meals (FSM) and those who have Child in Need (CHiN) status.</li> </ul>	7

	<ul style="list-style-type: none"> <li>• Children and young people who were excluded from school were more likely to have behavioural difficulties, difficulties with peers and attention difficulties.</li> <li>• Those who were excluded also had lower scores for positive wellbeing, emotional strengths and skills and support networks.”</li> </ul> <p><a href="https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/school-exclusion/">https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/school-exclusion/</a></p> <ul style="list-style-type: none"> <li>• as mental health difficulties increased, being absent from school increased</li> <li>• as the level of mental health difficulties increased, attainment results decreased.</li> </ul>	
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**Total budgeted cost: £308,034**

## 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.

#### **Yr11 Progress 8 Target of 0.00**

##### ***Met***

Our overall Progress 8 [P8] score (approximated using 2019 data benchmarks) for Teacher Assessed Grades [TAGs] was 0.00. In this respect, the target was met. However, the P8 for disadvantaged students for TAGs was -0.48, which reflects the difficulty disadvantaged students faced without the support and structure of our school environment throughout COVID restrictions.

This is an increase in progress of +0.15 since our term 02 predictions at the beginning of the year, which demonstrates a positive impact of the work to support pupil premium students throughout the year.

#### **Attendance and Persistent Absence**

##### ***Not Met***

Our overall attendance dropped significantly below our target of 95.7%. The 2020 to 2021 academic year was obviously unprecedented in its issues with absence, illness, and isolation. Despite this, our overall attendance remained above the national average.

#### **Literacy Gap**

##### ***Not Met***

Although we saw a significant increase in the percentage of disadvantaged students meeting the expected standard of reading and comprehension, the overall GAP in reading ages has widened. This was similarly impacted by COVID restrictions and the extent to which we could confidently monitor and support students' reading.

#### **Overall reflection**

As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded strategies and targeted interventions to the degree that we intended.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-related issues. The

impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, and all PPG students had access to an e-learning device to give them every opportunity to access remote learning. We are building on that approach in our new plan.

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
4Matrix	New Media Learning

## Service pupil premium funding (optional)

Measure	Details
n/a at NSFG	