

Pupil premium strategy statement – Northfleet School for Girls

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1015 (Y7-11)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Chris Norwood Headteacher
Pupil premium lead	Lorraine Grinyer Assistant Headteacher

Governor / Trustee lead	Jan Blease Member of Governing Body
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,990
Recovery premium funding allocation this academic year	£48,430
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£377,420

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. Further developing a new assessment model at Key Stage 3 incorporation Pupil Progress as a new programme and continuing to use PASS reports in KS3 will support us to identify individuals in need of support and encourage early, proactive interventions to help narrow the disadvantaged attainment gap.
3. Continuation of the implementation of 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, building on the 2021-22 strategies implemented.

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	Most DSEN students 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 is still impacting 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 are still having an impact on the 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.
8	Attendance in 2021-22 dropped below National Average to under 91%. 38.78% of disadvantaged pupils have been 'persistently absent' in 2021-22 compared to 24% in 2020-21. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' 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
Overall increase in reading and comprehension levels for all KS3 students.	<p>75% at benchmark reading level for their age</p> <p>Reduce the reading age gap between disadvantaged pupils and non-disadvantaged pupil to 0.00.</p> <p>Upward trend in English GCSE scores.</p> <p>Literacy embedded in every lesson across the school as standard.</p> <p>Maths and Science 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 further to by the end of 2023, 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>More rigour with reporting with a new system implemented across the school</p>
Increase in rigour and consistency of the CPD programme, reducing in-school variation across departments.	<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>
Increase in training, monitoring and reviewing of the effectiveness of DSEN support strategies.	<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>Implementation of a new system, Provision Map.</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 value in their development journey. Clubs and trips are seen as an essential part of the whole school journey</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>90% of students to attend a trip through the academic year.</p> <p>All students are supported in their career choices.</p>
<p>Pastoral data to be available to all leaders to inform Dream Big and Base activities to meet the needs of students outside.</p> <p>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 KS3 students to have a PASS survey completed in year 2022-23, and data to be shared with appropriate leaders.</p> <p>All KS3 students to understand how their attitude to self and school impacts on their learning.</p> <p>Monitoring systems for interventions developed within SIMs</p> <p>Reduction in external exclusions by using The Bridge internal exclusion systems.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the percentage of PPG students attendance being 1% higher than the National Average, with the gap between them and their peers being no more than 1% • the percentage of all pupils who are persistently absent being within 1% of the National Average and the figure among disadvantaged pupils being no more than 8% lower than their peers.

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: **£188,710**

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

groups and those most in need	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413182/Improving_literacy_in_secondary_schools.pdf	
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. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413182/Improving_literacy_in_secondary_schools.pdf	1,3

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

Budgeted cost: **£94,355**

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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	5,1
Staff CPD on whole class approaches to DSEN using Provision Map to aid learning	Inclusive Classroom practice: https://www.educationdevelopmenttrust.com/our-research-and-insights/research/from-exclusion-to-inclusion Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	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 mapped and tracked on Provision Map	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£94,355**

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 https://researchschool.org.uk/durrington/news/improving-behaviour-in-schools-a-look-at-the-evidence	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 https://www.careersandenterprise.co.uk/media/oq0bqhmp/careers_in_the_curriculum_report_what_works.pdf	6,8
Implementation of Dream Big Programme	When implementing aspiration interventions, schools might consider including: <ul style="list-style-type: none"> • Guidance on the knowledge, skills, and characteristics required to achieve future goals. • Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy. • Opportunities for pupils to encounter new experiences and settings. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions Careers in the curriculum is more effective when it is well lead and managed and integrated with a stable	6,8

	<p>programme of careers and enterprise activity.</p> <p>https://www.careersandenterprise.co.uk/media/0q0bqhmp/careers_in_the_curriculum_report_what_works.pdf</p>	
Additional Mental Health support to students, including dog mentoring	<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>https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/lifestyle-factors/coronavirus-supporting-children-and-young-peoples-mental-health/</p> <p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	7,8
Bespoke mentoring of identified students regarding behaviour, attendance, and attitude	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	6,7,8
Behaviour strategies implemented across school, CPD for staff, alternatives to exclusion (Bridge)	<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'</p>	7,8

	<p>needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Knowing your students; links to PASS and pastoral support</p> <p>https://researchschool.org.uk/durrington/news/improving-behaviour-in-schools-a-look-at-the-evidence</p> <p>Those most likely to be excluded include:</p> <ul style="list-style-type: none"> ● older children ● those who had additional learning needs (SEND/ASN/ALN), eligibility for free school meals (FSM) and those who have Child in Need (CiN) status. ● Children and young people who were excluded from school were more likely to have behavioural difficulties, difficulties with peers and attention difficulties. ● Those who were excluded also had lower scores for positive wellbeing, emotional strengths and skills and support networks.” <p>https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/school-exclusion/</p> <ul style="list-style-type: none"> ● as mental health difficulties increased, being absent from school increased ● as the level of mental health difficulties increased, attainment results decreased. 	
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Total budgeted cost: £377,420

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 2021 to 2022 academic year.

Yr11 Progress 8 Target of 0.00

Not Met

The overall Y11 P8 score for the school was -0.04 which was very close to the P8 target. The PPG P8 was -0.5 in the first year of exams since 2019, comparable with previous years TAGs which was -0.48. With a significantly larger proportion of disadvantaged students in the cohort at 46% this demonstrates the positive impact the strategy has been having on KS4 students. The use of the Academic Coach in Maths had a positive impact on progress of +0.91. NSfG was the 4th most deprived school out of 65 in Kent in 2021-22 but had the highest performance when compared with the top 10 most disadvantaged, showing positive outcomes following our strategy.

Attendance and Persistent Absence

Partly Met

Although overall attendance dropped across the school from 2021 to 2022, PPG attendance increased from 89.64% to 90.61%, and increase of 0.97 percentage points. The attendance gap also dropped significantly from -5.48 in Term 6 2021 to -0.5 percentage points in Term 6 2022. The persistent absence gap has also dropped from 2020-21 to 2021-22 by 1.8 percentage points. However, persistent absence has increased significantly, so absence has become an additional challenge and priority on the PPG strategy for 2022-23 onwards

Literacy Gap

Partly Met

Year 9 at the end of KS3 reached their 75% target of working at their reading age. Y8 and Y7 are moving towards that target significantly, showing improvement through the literacy strategies encompassed in the PPG strategy.

Overall reflection

The Year 11 cohort were the first to have sat examinations at the end of Year 11 since 2019 and were heavily impacted by school closures during the covid period as well as during this academic year. It is evidenced that closures affected disadvantaged students more than their peers, and this was no different in Northfleet School for Girls.

Our assessments demonstrated that our attendance especially was affected, as was mental wellbeing and resilience. We put additional strategies in place, through our Pupil Premium strategy and implementation plans to support these students, including wellbeing programmes and structures, our Academic Life Coach, and an aspirational approach to raising attendance and attainment.

This cohort was the highest PPG in recent years, and our P8 gap remaining consistent after two years of TAGs shows the positive and sustainable impact our whole school strategies were able to have.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
4Matrix	New Media Learning
Pupil Progress	Pupil Progress Ltd
Provision Map	Edukey
SOCS	Smart Software for Schools
Flash Academy	Learning Labs Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils