



## 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   | 427  |
| Proportion (%) of pupil premium eligible pupils  | 10% approx.                                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> ) | 2024 to 2027                               |
| Date this statement was published  | December 2024                              |
| Date on which it will be reviewed  | December 2025                              |
| Statement authorised by  | Matthew Edwards,<br>Headteacher            |
| Pupil premium lead   | Katy-Jane Wilkins<br>Assistant Headteacher |
| Trustee  | Mary Kay                                   |

### Funding overview

| Detail  | Amount         |
|---|----------------|
| Pupil premium funding allocation this academic year       | £59,990        |
| Pupil premium funding carried forward from previous years | £0             |
| <b>Total budget for this academic year</b>                | <b>£59,990</b> |

## Part A: Pupil premium strategy plan- Statement of intent

### **Our Vision at Northampton School**

At Northampton School, our goal is to inspire and empower all students to succeed, regardless of their background or the challenges they face. 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. We are committed to providing opportunities for every student to develop the skills, knowledge, and confidence needed to thrive and shape their own future.

### **Our Aim for all students to:**

- Access a Broad and Inclusive Curriculum: Every student will have access to a comprehensive curriculum, including a knowledge rich Key Stage 3 and an enriched Key Stage 4, covering all core subjects.
- Make Full Progress: All students, regardless of obstacles or barriers, will have the opportunity to make full academic progress and fulfil their potential
- Engage in Wider Opportunities: We ensure that students have access to a range of extracurricular activities, including residential experiences, to broaden their horizons
- Have Access to Essential Resources: Every student will have the necessary equipment for both classroom learning and homework to support their progress
- Receive Pastoral and Wellbeing Support: Our Inclusion Team offers comprehensive pastoral and wellbeing support to help students navigate personal challenges and thrive socially and emotionally
- Benefit from Subject-Specific Learning Support: Students will receive expert guidance and support through subject-specific teaching, helping them succeed in each discipline
- Explore Career and Higher Education Pathways: We provide students with valuable insights into career and higher education options, including access to quality speakers, events, and career advice

### **Supporting Disadvantaged Students: A Planned and Responsive Approach**

Our approach to supporting disadvantaged students is both planned and responsive, tailored to meet the unique needs of each student. This support is based on diagnostic assessments and one-on-one conversations with trusted staff or mentors to ensure it is bespoke and highly individualised.

### **Our Aim:**

- Access to Learning Strategies: Disadvantaged students have access to the learning strategies and support available to the entire school, engaging with these resources according to their specific needs.

- Targeted Interventions: The unique challenges faced by vulnerable and disadvantaged students are carefully considered when planning interventions, ensuring they can access and attend support.
- Student-Centered Approach: We consider the specific needs and requests of each student to provide the most effective support.
- Cultural Capital and Extracurricular Opportunities: We recognise the importance of cultural capital, including trips, visits, extracurricular activities, and residential, and provide support where possible to ensure all students, particularly disadvantaged ones, can access these opportunities.

### **The School's Commitment:**

- Monitoring Academic Progress: We closely monitor the academic progress of all students, including disadvantaged learners, to ensure they are on track.
- Whole-School Teaching and Learning Approach: We adopt a school-wide approach to teaching and learning that supports all students, with all staff aware of the disadvantaged students in their classes and focused on their progress.
- Wider Opportunities and Enrichment: We ensure that disadvantaged students have access to the same range of enrichment opportunities, trips, and residential as their non-disadvantaged peers.
- Pastoral Care and Wellbeing: We provide a strong and supportive pastoral care and wellbeing programme to nurture our students' personal development.
- Monitoring Extracurricular Participation: We track the uptake and involvement of all students in extracurricular activities to ensure equal opportunities for engagement.

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.

### **Supporting Aspiration and Academic Achievement for All Students**

We believe that nurturing success is crucial for helping all students reach their full potential, particularly those who may be underachieving due to various challenges, whether they stem from disadvantage or other factors. Our school support system includes personalised academic mentoring, lunchtime and after school support, and guidance. This approach ensures that both non-disadvantaged and disadvantaged students benefit equally from tailored interventions. By offering these resources, we aim to provide all students with the opportunities and support they need to overcome barriers and achieve success.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Achievement</b> 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                | <b>Achievement:</b> Nationally, disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.  |
| 3                | <b>Well-being and positive engagement:</b> 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                | <b>Attendance:</b> 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  |
|---|---|
| <b>1) Achievement</b> in Maths and English.<br>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. |
| <b>2) Achievement:</b> reading ages of disadvantaged students improves in line with non-PP students.  | 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.   |
| <b>3) Well-being and positive engagement:</b><br>By providing a range of opportunities for students to access extra-curricular                              | 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 extra-curricular activities and opportunities by disadvantaged students.  |

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| activities we build the cultural capital for PP.   |   |
| <b>4) Attendance:</b> 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: £18,306

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of GL Assessment material<br>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<br>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<br><br>National College membership and other bespoke training such as SSAT<br><br>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 <a href="#">Improving Literacy in Secondary Schools</a> guidance. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:<br><br><a href="#">Improving Literacy in Secondary Schools</a>   | 1, 2                          |

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| <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>Disciplinary Literacy Training for all teaching staff.</p> | <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p><a href="#">word-gap (Oxford University Press)</a></p> |  |
|--|--|--|

## Targeted academic support

Budgeted cost: £23,365

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>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.</p> | <p>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.</p>  | <p>1,2</p>                    |
| <p>Additional 1:1 literacy intervention (phonics) support for identified students with reading age below 7.</p>  | <p>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.</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> | <p>1, 2</p>                   |
| <p>Delivering well-evidenced numeracy intervention by Inclusion Lead interventions for pupils that require additional support- Mathematics</p>   | <p>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:</p>  | <p>1</p>                      |

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|--|---|---|
|  | <a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a>  |   |
| 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: £24,172

| 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 student survey 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 out 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.<br><br><a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a>   | 3,4                           |
| Mentoring work - related to behavioural incidents leading to specific interventions to reduce incident frequency led by  | Identification of incidents and succession of incidents through Pupil Welfare Panel discussion. Targeting interventions and tier of intervention to ensure barriers between  | 4                             |

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| specialist support staff or Year Team Leader.  | school and student are removed and engagement is high.  |         |
| 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: £65,843**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Internal data for disadvantaged students at Northampton School demonstrates that they make good progress that is significantly above the national picture. In 2023-24 our disadvantaged students made good progress. The small cohort of disadvantaged students in Year 7 achieve VA +0.32 (female) and VA +0.54 (male). Attendance for disadvantaged students fell just below the school's target of 97%+ at 96%, this remains well above the national figure. 99% of disadvantaged students engaged in the school's extracurricular programme.

### Externally provided programmes

| Programme      | Provider |
|----------------|----------|
| Not applicable |          |

