

# Pupil premium strategy statement – Northgate High School

This statement details our school's use of pupil 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 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	893
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 (shares themes and approaches with previous year)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Headteachers: Mrs Galley and Dr Hone
Pupil premium lead	B. Kaufmann-Ward
Governor / Trustee lead	TBC

Detail	Amount
Pupil premium funding allocation this academic year	£260,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£45,031
<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	£305,391

# 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.

**Over the next 3 years we are focussing support for disadvantaged learners in the following areas:**

- 1. Additional tutoring and small group support in core subjects*
- 2. Literacy support through a whole school focus on reading comprehension*
- 3. Improving attendance and engagement with school through parent partnership and emotional wellbeing support*
- 4. Development of outdoor learning spaces*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Literacy/numeracy skills</b> – 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.

	<b>2024/2025 – Y7 KS2 data</b> <table><tr><th><b>2024/2025 – Y7 KS2 data</b></th><th><b>KS2 G</b></th><th><b>KS2 R</b></th><th><b>KS2 M</b></th><th><b>Number of students</b></th></tr><tr><td>ALL</td><td>101.7</td><td>103</td><td>102.1</td><td>200</td></tr><tr><td>non PPG</td><td>103.1</td><td>104.7</td><td>103.5</td><td>136</td></tr><tr><td>PPG</td><td>98.5</td><td>99.4</td><td>98.9</td><td>64</td></tr><tr><td>FSM</td><td>98.5</td><td>99.4</td><td>89.9</td><td>64</td></tr><tr><td>SEND</td><td>95.2</td><td>97</td><td>95.4</td><td>50</td></tr><tr><td>SEND &amp; FSM</td><td>93.8</td><td>95.8</td><td>95.3</td><td>22</td></tr></table>	<b>2024/2025 – Y7 KS2 data</b>	<b>KS2 G</b>	<b>KS2 R</b>	<b>KS2 M</b>	<b>Number of students</b>	ALL	101.7	103	102.1	200	non PPG	103.1	104.7	103.5	136	PPG	98.5	99.4	98.9	64	FSM	98.5	99.4	89.9	64	SEND	95.2	97	95.4	50	SEND & FSM	93.8	95.8	95.3	22
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2	<b>Attitudes to learning</b> 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	<b>Aspiration and uptake of facilitating subjects</b> – proportionally fewer PP students take facilitating subjects																																			
4	The completion of regular, high quality <b>homework</b> 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 and these learners are now at GCSE level.																																			
5	<b>Attendance</b> of PP students has historically been lower than non-PP peers and below the target for the school. Whilst attendance of PP students is above the national average, it is below that of their non-PP peers. Poor attendance reduces the time spent in school and causes them to fall behind in comparison to their peers.																																			
6	Lack of exposure to <b>cultural capital</b> and <b>enrichment</b> activities outside of school due to financial circumstances and rural locations.																																			
7	Many service children that arrived on the neighbouring base were <b>previously educated overseas or have moved schools regularly</b> . Parents are in active service and are regularly posted overseas, resulting in episodes of parental absence.																																			
8	<b>Parental engagement</b> in education can be lower for some of our disadvantaged students.																																			
9	There are a number of PP students for whom <b>English is not the primary language</b> 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
<b><i>Sustained improvements to outcomes at KS4 for PP students</i></b>	Higher percentage of PP students achieving grade 4s and 5s in English and Maths and a continuation of the narrowing of the gap. 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.
<b>Improved attendance for all PP students</b>	Reduction in gap between PP and non-PP students attendance (5.4% gap 22/23 has decreased to 3.9% gap in 23/24)
<b>Improved attitude to learning for PP students</b>	Fewer incidences of poor behaviour resulting in C2-C4 sanctions and/or fixed term exclusions. Increase in number of merits achieved by PP students.
<b>PP students play a full, inclusive role in the life of the school</b>	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.
<b>High levels of progress of Y7 and 8 PP students in literacy and numeracy skills</b>	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 and reading intervention to demonstrate impact on lower attaining PP students.
<b>Support with next steps in KS4</b>	All PP students to be prioritised for careers advice and University outreach programmes. Y11 PP students prioritised for academic mentoring.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £192,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD, appraisal , Lessons Learned system and access to National College training courses</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. Staff have access to National College training courses and can complete courses relevant to own areas of need.	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/photography/textiles supplies are also provided as needed to ensure level access to courses.	1, 2, 3, 4, 5, 6,
<i>Access to GCSE Pod, and Seneca</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 and STAR tests – to support reading comprehension across whole cohort</i>	<p>All students in Y7 and 8 have daily access to the Accelerated Reader scheme, which is delivered across all subject areas to support and develop literacy skills across the cohort and subject areas.</p> <p>The EEF's Teaching and Learning Toolkit highlights those approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first EEF-funded efficacy trial of AR found pupils who received the programme made 3 months of additional progress in reading comprehension.</p>	1
<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
<i>ICT equipment and leases</i>	The EEF report 'Digital Technology Guidance' highlights the impact that technology has in supplementing and enhancing teaching. Students need access to reliable resources in order to access support programmes and purchased resources.	1, 2, 4
<i>Staffing costs</i>	<p>SLT PPG focus</p> <p>HLTA/TA</p> <p>Additional teacher hours</p> <p>School liaison officer</p>	1,2,3,4,5,9

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

Budgeted cost: £ 41,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lexia – Power Up Literacy</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	1

<i>Reading intervention</i>	house data is showing the impact it is having on disadvantaged learners. Reading Interventions are run through the Library two full days a week, these interventions are 1;1 with a knowledgeable member of staff for the 'urgent intervention'. Utilising a Year 12 or Year 13 Reading Mentor further reading sessions for those who are below level are timetabled throughout the week . We currently have eight DSFC Reading mentors who have been trained by experienced Library staff plus an adult volunteer every Tuesday morning.	
<i>Maths intervention – numeracy support</i>	Maths intervention is led by specialist HLTA and is used to narrow numeracy gap. Specialist intervention resources via White Rose Project – an evidence based intervention programme.	1
<i>Revision school and exam breakfasts</i>	February and 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. Exam breakfasts provided for Year 11 pupils before their core English and Maths GCSE exams. Pupils receive a healthy breakfast and connect with their teacher before these important exams.	1, 2
<i>Targeted academic tutoring</i>	Underachieving KS3 and KS4 students supported through targeted academic support by intervention tutors in core subjects. External agencies utilised for extra support.	1, 2, 3, 4, 8
<i>Sparx Maths</i>	All students in KS3 and 4 have access to Sparx Maths to support their development of their mathematical skills.	1

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

Budgeted cost: £70,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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>Outdoor learning facility redevelopment and provision of outdoor shelters</i>	The EEF shows that outdoor learning programmes can have an impact on students progress and attainment. In addition to providing a space for external learning opportunities, it is also a space for well being and re-engagement projects.  The provision of outdoor shelters will enable students to be able to use outdoor areas even in inclement weather and will make outdoor spaces more accessible to all learners throughout the year.	1, 2, 3, 5, 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>Student and family support</i>	Support for families and students through agencies such as CAMHs is becoming harder to access. Interventions offered by our school liaison officer 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. Participation in the arts has a positive impact on children for moderate cost.	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 Library through the appointment of a Head Librarian 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
<i>Family Liaison Officer and access to targeted support programmes</i>	<p>Students have access to wellbeing support programmes in school. This is providing enhanced pastoral care to students and has planned impact on both attitudes to learning, attendance and well being.</p> <p>Butterflies from Benjamin Foundation provides an opportunity for students to have expert counselling from external providers. ELSA Counselling is offered in school and is led by HLTA.</p>	2, 5

**Total budgeted cost: £ 304,970**

## 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.

Intended outcome	Success criteria	Impact (2023/2024)
<b><i>Sustained improvements to outcomes at KS4 for PP students</i></b>	<p>Higher percentage of PP students achieving grade 4 in English and Maths and a continuation of the narrowing of the gap.</p> <p>P8 to continue to be above non-PP students</p> <p>Increased use of revision tools by PP students</p> <p>Reduction in NEET figures for PP students</p> <p>Data tracking in all year groups to show no gaps between PP and non-PP groups.</p>	<p>48% of PPG students achieved 4+ in E+M in 2023/2024 actual results.</p> <p>P8 is -0.7 for PPG students in 2024.</p> <p>30% of PPG pupils gained a positive Progress 8 score in 2024.</p> <p>Seneca is used by all year groups. In 23/24 Seneca was used for 5266 hours with 1059 active students.</p> <p>GCSE Pod continues to be used by KS4 students and in 23/24 2134 Pods were accessed.</p> <p>In 2023 NEET figures were down 0.5% compared to 2022 cohort, despite 5% increase in cohort size. NEET figures for 2024 to be confirmed by NCC.</p> <p>56% of current Year 11 cohort forecast a grade 4 and above in E+M, according to internal forecast data.</p>
<b>Improved attendance for all PP students</b>	<p>Reduction in gap between PP and non-PP students' attendance.</p> <p>Increase in PP attendance in all year groups. Reduction in persistent absence figures for PP students.</p>	<p>Academic year 23/24– PPG attendance is above national figures across all year groups. In Year 11 +0.4% higher than national for same cohort. However, the figure remains lower in comparison to non-</p>

		disadvantaged peers (non-PPG 92.0% versus PPG at 88.1%).
<b>Improved attitude to learning for PP students</b>	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 to be in line with non-PP students.	<p>Inclusion Room continues to prevent PP disadvantaged children from exclusions by being internally included but isolated from peers.</p> <p>23/24 FEX rate for PPG was 4.83% compared to 3.50% for non-PPG. The PPG FEX figure is lower than National by 5.15% (9.98% vs. 4.83%)</p>
<b>PP students play a full, inclusive role in the life of the school</b>	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.	<p>The 23/24 Prefect Team in Year 11 contained many key sub-groups for disadvantage.</p> <p>Prefect Team are 16% PPG students.</p> <p>Student council representation: 38% of School Council members are PPG/FSM/SRV</p> <p>Uptake of peri music lessons – this has risen from 4 students in 23/24 to 7 PPG students in 24/25.</p>
<b>High levels of progress of Y7 and 8 PP students in literacy and numeracy skills</b>	<p>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.</p> <p>Lexia to demonstrate impact on lower attaining PP students.</p>	<p>Achievement data shows no discernible gaps in Y7 for overall progress made in the curriculum.</p> <p>Reading ages remain below for PPG students, but are closing. Accelerated Reader testing taken to measure impact shows: Year 7 progress = 29 students above 7 months natural progress. Year 8 progress = 24 students above 7 months natural progress.</p> <p>Lexia is having positive impacts where it is used well and parents are supportive of the home aspect, resulting in 2 years progress in 1 year for such students.</p>

<b>Support with next steps in KS4</b>	<p>All PP students to be prioritised for careers advice and University outreach programmes.</p> <p>Y11 PP students prioritised for academic mentoring.</p>	<p>Careers advisor analysis shows no student currently without a post 16 destination.</p> <p>Key PP students with low attendance/other risk factors monitored and mentored by staff and/or SLT in Year 11.</p> <p>Y11 PPG attendance gap closed significantly. 23/24 Year 11 PPG students' attendance was 83.2%, +0.4% higher than national. The gap has closed internally with non-PPG students having lower than national attendance figures (-2.1% difference).</p>

## 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.*