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	904
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/24 to 2025/26 **(Year 3 of three-year plan)**
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Z Galley and Dr D Hone - Headteachers
Pupil premium lead	D Brook
Governor / Trustee lead	*TBC*

Detail	Amount
Pupil premium funding allocation this academic year	£281,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,592.48
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	£298,192.48

Part A: Pupil premium strategy plan

Statement of intent

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

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

2 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.

3 **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	**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.

2025/2026 – Y7 KS2 data				
2025/2026 – Y7 KS2 data	**KS2 G**	**KS2 R**	**KS2 M**	**Number of students**
ALL	103.4	104.2	102.8	200
non PPG	105.2	106.2	100.7	139
PPG	99.4	99.7	98.4	61
FSM	99.4	99.6	98.6	59
SEND	97.1	98.2	97.0	40
SEND & FSM	94.0	93.9	94.1	19

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 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 and these learners are now at GCSE level.
5	**Attendance** 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 **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 or have moved schools regularly**. 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
Sustained improvements to outcomes at KS4 for PP students	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.
Improved attendance for all PP students	Reduction in gap between PP and non-PP students attendance (5.4% gap 22/23 has decreased to 3.9% gap in 23/24)
Improved attitude to learning for PP students	Fewer incidences of poor behaviour resulting in C2-C4 sanctions and/or fixed term exclusions. 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 and reading intervention 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.

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: £184,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD, appraisal , Lessons Learned system and access to National College training courses	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
Satchel One online package	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
Provision of learning materials and revision guides	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,
Access to GCSE Pod, and Seneca	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

Accelerated Reader and STAR tests – to support reading comprehension across whole cohort	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. 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.	1
EAL secondary network	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
ICT equipment and leases	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
Staffing costs	SLT PPG focus HLTA/TA Additional teacher hours	1,2,3,4,5,9

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

Budgeted cost: £ 10,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia – Power Up Literacy	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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention	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.	
Maths intervention – numeracy support	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
Revision school and exam breakfasts	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
Targeted academic tutoring	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
Sparx Maths	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: £103,242

Activity	Evidence that supports this approach	Challenge number(s) addressed

Unifrog	Unifrog is a platform that supports learners in their destination decisions. It is used from Y7 through to 14 to develop aspiration and provide support for the decision making process.	3
Uniform subsidies	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
Trip subsidies	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
Y6 transition projects and summer school	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
Student and family support	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
Peripatetic music lessons	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
Whole school programme to raise literacy	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

Family Liaison Officer and access to targeted support programmes	Students have access to wellbeing support programmes in school. This is providing enhanced pastoral care to students and has a planned impact on both attitudes to learning, attendance and well being. 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.	2, 5

Total budgeted cost: £298,192.48

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 2024 to 2025 academic year.

Intended outcome	Success criteria	Impact (2024/2025)
Sustained improvements to outcomes at KS4 for PP students	Higher percentage of PP students achieving grade 4 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.	35% of PPG students achieved 4+ in E+M in 2024/2025 actual results. P8 is -0.89 for PPG students in 2024. 27% of PPG pupils gained a positive Progress 8 score in 2024. Seneca is used by all year groups. In 24/25 Seneca was used for 4098 hours with 794 active KS3/4 students. GCSE Pod continues to be used by KS4 students. In 23/24 2700 Pods were accessed. This jumped significantly to 7381 in 24/25. This was mainly used by English to support homework and revision. In 2024 our NEET figure was 3.07%. NEET figure for 2025 improved to just 1.99%. Our total figure for 2025 Cohort students in post-16 learning is 97.4%, 7% higher than 2024, and 5.4% above the Norfolk average. 64% of current Year 11 cohort forecast a grade 4 and above

		in E+M, according to internal forecast data.
Improved attendance for all PP students	Reduction in gap between PP and non-PP students' attendance. Increase in PP attendance in all year groups. Reduction in persistent absence figures for PP students.	Academic year 24/25 – PPG attendance is significantly above national figures across all year groups. 24/25 Year 11 PPG students' attendance was 85.8%, +2.2% higher than national. This is an improvement of 2.6% on last year's PPG Yr11 attendance. However, the figure remains lower in comparison to non-disadvantaged peers (non-PPG 92.6% versus PPG at 89.3%).
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 to be in line with non-PP students.	Inclusion Room continues to prevent PP disadvantaged children from exclusions by being internally included but isolated from peers. 24/25 FEX rate for PPG was 4.80% compared to 3.98% for non-PPG, a further closing of the gap compared to last year. The PPG FEX figure remains lower than National by 5%
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.	The 24/25 Prefect Team in Year 11 contained many key subgroups for disadvantage. Prefect Team is 19% PPG students - up 3% from last year. Student council representation: 38% of School Council members are PPG/FSM/SRV Uptake of peri music lessons – this has risen from 7 students in 24/25 to 9 PPG students in 24/25.
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	Achievement data shows no discernible gaps in Y7 for overall progress made in the curriculum. Reading ages remain below for PPG students, but are closing. Accelerated Reader testing

	students in comparison with non-PP students to close the gap.	taken to measure impact shows: Year 7 progress = 58% of PPG students made above 7 months natural progress, with the biggest increase being 2y9m Reading Age Improvement over 7 months Year 8 progress = 44% students above 7 months natural progress, with the biggest increase being 2y3m Reading Age Improvement over 7 months
	Lexia to demonstrate impact on lower attaining PP students.	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.
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.	Key PP students with low attendance/other risk factors monitored and mentored by staff and/or SLT in Year 11.

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.