

Pupil premium strategy statement

This statement details our school's planned use of pupil premium funding and recovery premium for the 2022 to 2023 academic year 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	1258 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	16.6 %
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	Dec 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Rowena Mackie, Headteacher
Pupil premium lead	Richard Grainger, Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,760
Recovery premium funding allocation this academic year	£60,996
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£273,756

Part A: Pupil premium strategy plan

Statement of intent

We know that disadvantaged learners face significant additional challenges in accessing learning, leading to measurable effects on their outcomes at the end of Key Stage 4. Our aim, through this strategy, is to seek to identify and reduce the scale of these challenges, as well as offering targeted support to help close attainment and progress gaps between disadvantaged students and their peers, so that all students, regardless of background or circumstance, have a high chance of success at school and beyond.

Our Pupil Premium Strategy is embedded in all that we do at Northgate High School and should not be seen as a bolt-on exercise. We understand that the most important element in determining success for disadvantaged learners is ensuring high quality teaching and learning across the curriculum. Part of our Pupil Premium funding is used to help achieve that goal. The funding is also used to address wider challenges which we know affect disadvantaged students disproportionately, seeking to remove barriers to learning. This is then augmented by using Pupil Premium funds to provide targeted support to individual students, based upon our knowledge of their individual needs. These priorities will adapt over time in response to emerging data trends and as situational challenges take effect.

Challenges

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

Challenge number	Detail of challenge
1	Attainment 8 and Progress 8 data reveal that, matching the national trend, there is a gap in achievement between disadvantaged learners and their non-disadvantaged peers.
2	The proportion of disadvantaged students achieving grade 5+ in English and Maths is lower than that for non-disadvantaged students.
3	Our data analysis from periods of national lockdown reveal that, on average, disadvantaged learners were significantly less engaged in their learning, as measured by attendance at live online lessons, as well as by submission of completed work to teachers for checking and feedback. This difference in engagement widened the progress gap significantly, following several years where we had been able to reduce the size of the disadvantage gap.
4	Attendance of disadvantaged students is lower than that of non-disadvantaged students. 2021-2022 attendance: 85.3 % for

	disadvantaged students, 91.4 % for others. Autumn term 2022 attendance to date: 87.6 % for disadvantaged students, 92.6 % for others. This makes it more difficult for the school to effectively teach disadvantaged students and to support them in closing attainment and progress gaps to their peers.
5	Disadvantaged learners arrive in Year 7 with lower levels of literacy in terms of reading age and spelling, punctuation and grammar accuracy. This has knock-on consequences across their curriculum, making it more difficult for them to access learning materials, to interpret questions or to formulate detailed and accurate responses which fully demonstrate their knowledge and understanding. During national lockdowns in 2020 and 2021, disadvantaged learners showed lower levels of attendance at live lessons, and less work submission than their peers, in English. This has widened the disadvantage gap, with a legacy effect as those students move through the school.
6	Disadvantaged learners arrive in Year 7 with lower attainment levels in Maths. During national lockdowns in 2020 and 2021, disadvantaged learners showed lower levels of attendance at live lessons, and less work submission than their peers, in Maths. This has widened the disadvantage gap, with a legacy effect as those students move through the school.
7	Access to resources at home is a significant barrier for many disadvantaged learners, including: having a suitable device to work on and to access online resources; having the ability to print at home; having physical resources with which to complete work and conduct revision; having a quiet space to work; having support from others around how to learn and study effectively.
8	Information from our student surveys, conversations with students and contact with parents all reveal that a significant proportion of students are experiencing anxiety, depression, poor self-esteem and social engagement issues. We believe these were greatly exacerbated by extended periods of lockdown, restrictions on social interaction and removal of 'normal' extra-curricular experiences during key phases in children's development. In addition, the ever-present prospect of potential underperformance, as reinforced by talk of 'catch-up', has led to fears around exam performance being heightened. These factors have all, in our experience, disproportionately affected disadvantaged students and the impact is ongoing.

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
Improved progress amongst disadvantaged students by the end of Key Stage 4.	Progress 8 scores for disadvantaged students are consistently above 0, demonstrating that they make at least as much progress as the average for all students nationally. The Progress 8 gap for disadvantaged students also shows steady narrowing.
Improved attainment amongst disadvantaged students by the end of Key Stage 4.	Attainment 8 scores for disadvantaged students are consistently at or above the national average for all students. The Attainment 8 gap for disadvantaged students also shows steady narrowing. The proportion of disadvantaged students achieving grade 5+ in English and Maths is more similar to that for non-disadvantaged students.
Improved literacy amongst disadvantaged students in Key Stage 3.	Disadvantaged students improve their reading and comprehension scores on measured tests and the gap in these between disadvantaged students and others closes as they move through Key Stage 3.
Improved Maths attainment amongst disadvantaged students in Key Stage 3.	Maths test scores demonstrate that disadvantaged students are making good progress that they are closing the attainment gap.
Encourage strong uptake of EBacc subjects amongst disadvantaged students.	EBacc entry for disadvantaged students at Northgate remains in line with non-disadvantaged students.
Students are supported with their mental wellbeing and, as a result, are able to fully access the curriculum on offer.	Disadvantaged students, and their parents, report high levels of wellbeing in surveys and are accessing extra-curricular opportunities well.

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: £20,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop 'memory and metacognition' across the curriculum through a working group and whole-school CPD sessions.</p>	<p>There is strong evidence that developing these skills will have impact across the curriculum for all students, with particular benefit for disadvantaged learners. EEF - Potential impact of memory and metacognition strategies = +7 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF cognitive science guidance: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p>	<p>1, 2, 3</p>
<p>Embed the use of high quality feedback, exploring further use of online mechanisms.</p>	<p>There is strong evidence that quality, timely feedback to students drives rapid improvements. EEF – Potential impact of feedback strategies = +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2, 3</p>
<p>Tackle barriers to learning and close identified progress gaps through:</p> <p>'Closing the Gender and Disadvantage Gap' working group, including peer tutoring.</p> <p>'Closing the Vocabulary Gap' working group.</p> <p>Accelerated Reader programme.</p> <p>Reading age testing (Star Testing) in Years 7-9.</p>	<p>There is a range of evidence to show the impact of strategies to close attainment gaps, with all students benefiting, and those in the target groups benefiting more.</p> <p>EEF - Potential impact of reading comprehension strategies = +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF - Potential impact of peer tutoring = +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>1, 2, 3, 5, 6</p>

<p>Support independent learning through the Go4schools Homework module.</p> <p>Bolster this with access to the Learning Portal, OneDrive, Teams and Stream.</p> <p>Give all students access to Sparx Maths.</p>	<p>Homework is a key driver of success through consolidation, review and extension of learning in lessons. EEF - Potential impact of quality homework = +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Targeted and careful use of digital technologies to support learning has been shown to improve outcomes for all students. EEF guidance: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</p>	<p>1, 2, 3, 5, 6, 7</p>
<p>Ensure recruitment and retention of high quality staff through:</p> <p>'Step Into Teaching' initiative.</p> <p>School Experience and Instructor Training programmes.</p> <p>NQT, RQT and Third-Year Teacher programmes.</p> <p>Essential Skills for Middle Leaders programme.</p> <p>NPQSL.</p> <p>Maternity support.</p> <p>ITT links.</p> <p>Becoming SCITT lead school.</p>	<p>Recruitment and continuing professional development of high quality staff has a huge impact on the quality of learning taking place day by day. EEF guidance: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p>	<p>1, 2, 3, 5, 6</p>

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

Budgeted cost: £142,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support students identified as needing additional one-to-one support, prioritising disadvantaged students, through:</p> <p>Targeted GCSE Options interviews.</p>	<p>EEF – Potential impact of mentoring = +2 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 2, 3, 5, 6, 8</p>

Pastoral team mentoring. Targeted tutor support. Key Workers.		
Run targeted small-group literacy support through: Year 9 literacy extraction support. Extreme Readers. Foundation Learning. KS3 Catch-Up Literacy programme.	Literacy has impact across the whole curriculum and targeted support can help individuals to access more of their curriculum. EEF guidance on 'reading at the transition': https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-at-the-transition EEF - Potential impact of small group tuition = +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF - Potential impact of one-to-one tuition = +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3, 5
Run Maths intervention sessions for targeted Key Stage 3 students, developing independent study skills to help reach mastery.	EEF - Potential impact of mastery learning = +5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2, 3, 6
Support with bespoke curriculum offers through Personalised Learning.	EEF - Potential impact of individualised instruction = +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3, 5, 6, 7
Support with homework completion through mentoring. Homework clubs. Homework and Revision Centre.	EEF - Potential impact of quality homework = +5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 7
Support families experiencing ICT access issues through: Laptop provision. iPad trials. Internet access provision.	Access to quality learning at home, including during periods of isolation, is crucial to ongoing success. EEF guidance: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils	1, 2, 7
Implement a programme of school-led tutoring, supporting targeted individuals as	EEF - Potential impact of small group tuition = +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4

part of the catch-up programme.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £140,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a behaviour for learning ethos through: 'Improving Behaviour for Learning' working group.</p> <p>Go4schools Behaviour module to improve visibility and communication channels and to promote good behaviour choices.</p> <p>Developing rewards systems for positive engagement and demonstration of the Northgate values.</p> <p>Developing progress-based rewards.</p> <p>Effective running of the Intervention Centre and Pastoral Support team.</p> <p>Breakfast club.</p>	<p>EEF - Potential impact of behaviour interventions = +4 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 2
<p>Develop the wider curriculum offer, including:</p> <p>PSHEE overhaul.</p> <p>Alternative curriculum.</p>		8
<p>Improve attendance tracking and support through:</p> <p>Go4schools Attendance module.</p> <p>Attendance Officer role.</p> <p>School Engagement Lead role.</p> <p>Our 'Back On Track' process.</p>	<p>Having students in school, in lessons, is the best way for us to support their learning and has a big impact on final outcomes. EEF guidance: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>DfE 'Improving School Attendance': https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1, 2, 3, 4

<p>Encourage parental engagement through: Parents' Evening and Events booking system, to enable targeting and tracking of engagement. Early release and targeting of bookings for parents' evenings and key academic events.</p>	<p>EEF - Potential impact of parental engagement = +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 3, 4, 7, 8</p>
<p>Support mental wellbeing, personal development and emotional resilience through: Thrive ELSA Breakfast club Wellbeing/memorial garden Counselling and support</p>	<p>EEF – Potential impact of social and emotional learning = +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>8</p>
<p>Support for individual students with uniform costs, equipment costs, music tuition, trips and visits.</p>		<p>7, 8</p>

Total budgeted cost: £303,375

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.

In 2022, the average Attainment 8 score for disadvantaged students was -1.1 in comparison to that of other students. This represents a narrowing of the gap from -1.6 in 2021 (when exams were cancelled and grades were based on Teacher Assessed Grades (TAGs)). This is also narrower than in 2020 (-1.4), but is still wider than our last external data set in 2019 at -0.8.

The gap in the percentage of students achieving grade 5+ in English and Maths has remained wider than under the last full exam series, at -28.4 % (from -14.9% in 2019, to -33.4% in 2020 (CAGs), to -27.3 % in 2021 (TAGs)). We believe that these scores represent the ongoing impact of lockdowns in 2020 and 2021, based on the strong evidence we have that these periods of remote learning were particularly disruptive to the education of disadvantaged students.

The work we have put into developing independent learning strategies and metacognition, as well as more specific individualised support for disadvantaged students (such as provision of devices at home, or regular, direct pastoral support) have helped to limit the extent to which these gaps have opened up. Additionally, targeted use of School-Led Tutoring has helped students to close gaps in specific subjects, although encouraging consistent uptake was a significant challenge, particularly with Pupil Premium students. We are re-working our delivery model for the 2022-2023 academic year, in light of our experiences.

The improvements we have made to school systems and teaching approaches have all helped students to complete work independently. Go4schools has allowed homework and distribution of resources to be coordinated centrally, with visibility to all staff and to parents. We embedded similar positives for attendance and behaviour tracking, helping us to reward and intervene as appropriate. Our Microsoft 365 package (including Teams, OneNote Class Notebook, SharePoint, OneDrive and Stream) has enabled better teacher interaction and feedback, as well helping develop improved review skills. Where necessary, we have issued laptops for students to use at home, to assist with accessing and completing work, and our trial with issuing personal iPads to specific students is well under way.

Attendance remains a significant challenge, particularly with Pupil Premium students, who continue to show lower attainment rates than their peers (6.1% below peers in 2021-2022 and 5.2% lower attendance so far for 2022-2023 academic year) and than

national averages (4.2% below national average for all students so far in 2022-2023). Supporting students to attend regularly in school, where we know that we can have the biggest impact on their progress, remains a highly important part of our strategy.

Externally provided programmes

Programme	Provider
Accelerated Reader + Star Testing	Renaissance Learning
Sparx Maths	Sparx