

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	King Edward VI Northfield School for Girls
Number of pupils in school	740
Proportion (%) of pupil premium eligible pupils	48.8% (not including Year 7 for whom this data is not yet available).
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	Sept 2021
Date on which it will be reviewed	August <b>2022</b>
Statement authorised by	
Pupil premium lead	Neil Jones
Governor / Trustee lead	Nicola Smith (Link Governors for Disadvantage)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,292.66
Recovery premium funding allocation this academic year	£48,575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£4,280,829.95

# Part A: Pupil premium strategy plan

## Statement of intent

*Our school takes our responsibility to the children who attend here extremely seriously. We believe that we can help ‘make Birmingham the best place to be educated in Britain’. That means for all the children who attend our school, regardless of their background.*

*We employ the RADY Uplift to set all of our pupil premium pupils ambitious targets for progress, then set and support accordingly.*

*We work hard to ensure that our school is ‘poverty-proofed’ and that all of our pupils enjoy the same opportunities. This means our extensive extra-curricular offer; educational visits programme and healthy breakfast programme **are** free to all pupils. We work to ensure that Pupil Premium Pupils are proportionately represented in positions of responsibility, in higher sets and the traditionally most aspirational **al** option choices.*

*Our strategy has made progress – in the last external exams in 2019, our PP pupils achieved a neutral Progress 8 (-0.08) and excellent attainment in key subjects. However, the national lockdowns and isolations of groups following outbreaks has **led** in our school, as nationally, to an intolerably worsened situation. This necessitates our PP work, particularly in the classroom, to be a key priority for all staff, every day.*

*This plan outlines the key funded steps we are taking, in addition to the unfunded ones we have already developed in our use of data (including the uplift, the monitoring of setting etc), seating planning, marking, pedagogy and pastoral support.*

## Challenges

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

Challenge number	Detail of challenge
1	Low reading ages and poor reading habits
2	Lower levels of aspiration, reflected in KS5 choices and lower outcomes for most able PP pupils compared to non-PP peers.
3	Disproportionate level of lost learning compared to non-PP peers during Covid lockdowns and bubble isolations, particularly in ‘knowledge-heavy’ subjects
4	Lower levels of attendance and higher rates of <b>persistent</b> absence, with the gap increasing post-Covid lockdowns

5	Higher rates of sanctions (detentions, isolations and FTEs) both reflecting and impacting upon PP <b>pupils'</b> engagement in their education.
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## 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
PP / non-PP attendance gap to be reduced from current level	Attendance gap to be lower than 2%, Persistence Absence gap to be lower than 5% by 2024
Pupil Premium Pupils achieve a positive Progress 8 (based on 2019 calculations of P8)	A Progress 8 of 0+
Pupil Premium Pupils achieve an Attainment 8 of at least 46	An Attainment 8 of greater than 46.
PP Pupils regularly engaging in extra-curricular activities	60% of PP pupils regularly attend at least one extra-curricular activity in 2021-22.

## 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: £ 151,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Maths Teacher</i>	<p>The Sutton Trust suggests recruiting the best teachers in disadvantaged areas is a challenge. The risk of a Maths teacher falling ill or leaving during the academic year is potentially devastating if not replaced quickly. Therefore, having an additional teacher, enabling more development time for Maths staff, smaller groups and greater individualisation in the short term, but also the security of full staffing in the longer term is a sensible investment.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2019/12/The-Recruitment-Gap.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/The-Recruitment-Gap.pdf</a></p>	3
<i>Oaks Teacher INSET – supporting the most able and SEND (via Oaks Membership)</i>	<p>The EFF has been explicit that the greatest impact on PP attainment can be achieved via great teaching. Therefore, extremely good INSET closely aligned with rigorous common performance management</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil Premium Guidance iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil Premium Guidance iPDF.pdf</a></p>	6
<i>External reviews of provision through Oaks membership of KEVI AT</i>	<p>External reviews around Teaching and Learning and SEND in-class practice offers us a chance to have external experts review what we <b>do</b> in our classrooms – how good is our teaching and how can we improve it further, which can then inform leadership (senior and middle) and governance to further improve.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil Premium Guidance iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil Premium Guidance iPDF.pdf</a></p>	2,3,4,5
<i>KEVI INSET – Supporting the disadvantaged</i>	<p>The EFF has been explicit that the greatest impact on PP attainment can be achieved via great teaching. Therefore, extremely good INSET closely aligned with rigorous common performance management. In addition, the KEVI INSTE will include workshops by Louise Blackburn and Challenging Education, who lead a network of schools introducing the RADY ‘uplift’ methodology</p>	2,3,4,5

	<p><a href="https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf">https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil Premium Guidance iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil Premium Guidance iPDF.pdf</a></p>	
<p><i>Individualised CPD planned to meet challenging individual Performance Management targets on pupil performance</i></p>	<p>A key aspect of our aim to improve PP attainment via great teaching, is to support teachers in developing their practice in an individualised way. This includes paying for all staff to be members of their subject associations, so they can access the latest research in the specialism and engage with colleagues across the country. This also includes finding individual staff the support such as subject networks through the Oaks, or support from SLEs. Staff ownership of their CPD through the Performance Management process enables staff to continuously develop their practice.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil Premium Guidance iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil Premium Guidance iPDF.pdf</a></p>	2,3
<p><i>Teaching and Learning Group peer observations, team teaching, visits to other schools etc</i></p>	<p>Our teaching and learning group, led by some of the very best teachers in our school, lead T+L within the school. Evidence of the relative effectiveness of peer learning is widespread.</p> <p>This strategy is supported through membership of Oaks Subject Networks as well as the planned King Edward VI AT Subject Groups</p> <p><a href="https://tomprof.stanford.edu/posting/418">https://tomprof.stanford.edu/posting/418</a></p> <p><a href="https://blog.irisconnect.com/us/community/blog/how-can-peer-learning-make-teachers-more-effective">https://blog.irisconnect.com/us/community/blog/how-can-peer-learning-make-teachers-more-effective</a></p>	2,3,4
<p><i>Academic Language Programme for teacher practice</i></p>	<p>The importance of literacy and academic language in specialist areas is very important in giving our pupils the tools and the confidence to do well.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</a> (p6-10)</p>	1,3
<p><i>Reading Strategy, including improved library facilities, 'Drop</i></p>	<p>The EEF toolkit suggests that both phonics teaching and wider literacy programmes are potentially high impact strategies, and the evidence in our school of the synthetic</p>	1

<p><i>Everything and Read', Synthetic Phonics and close monitoring of Reading Age of all children below age expectation,</i></p>	<p>phonics programme for those Year 7s who start with reading ages well below their peers is startling.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Compulsory after-school intervention and booster classes, effectively extending classroom time for KS4</p>	<p>A measured approach to maintaining after-school boosters for KS4 pupils, mindful of counter-productive workload impact on staff, is intended to ensure additional teacher-led time is provided to counter the massive impact of Covid lockdowns and isolations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>3</p>

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

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme small group mentoring</p>	<p>The government subsidy of this programme means we get a greater 'bang for our buck' than the EEF Toolkit would otherwise suggest.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp">https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</a></p>	<p>3</p>
<p>The Aspire Club – a five-year programme of fortnightly activities including masterclasses and guest <b>speakers</b>.</p>	<p>'Aspiration Building' projects receive short-shrift from the EEF and evidence of impact from other academic sources is limited. However, our Aspire Club aims to tie the most able PP to our most able non-PP. This then allows peer-to-peer learning, which is impactful. Moreover, the masterclass elements of the programme, allows targeted teaching to better support the most able PP pupils to better access the highest grades at GCSE, while the aspects of the programme aimed toward metacognition and building learner resilience also have a wide evidence base.</p>	<p>2,3</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	
1-2-1 Teacher mentoring of PP pupils	A large number of school staff support individual PP pupils on a 1-2-1 basis, and spend a small budget to support each child as necessary (purchasing stationery, revision materials etc). <i>The mentor provides that monitoring of homework, self-organisation and resilience which aspirational parents may otherwise provide, as well as acting as a problem-<del>o</del>solver and advocate for the child with colleagues, helping an individual child that may otherwise result in sanctions and subsequent further disengagement with learning.</i>	3

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

Budgeted cost: £ 124,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support	<p>Our PP pupils, on average, did far worse at managing impendent and online work during lockdowns and periods of isolation. This was a result of several factors, including digital poverty and inadequate and over-crowded housing without suitable workspaces. However, some families struggled to set expectations and boundaries for their children, and this strategy is designed to improve the support and advice these families receive.</p> <p><a href="https://ifs.org.uk/publications/14848">https://ifs.org.uk/publications/14848</a></p> <p><a href="https://post.parliament.uk/covid-19-and-the-disadvantage-gap/">https://post.parliament.uk/covid-19-and-the-disadvantage-gap/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4,5
Mental Health Support	<p>Evidence suggests that Covid-19 pandemic has stretched external mental health services (national media report that waiting times for CAMHS is on average 5 months), has had a severe impact on young people, and that this impact is particularly acute for disadvantaged young people. Evidence in-school since the last lockdown has been of a significant escalation in numbers of pupils exhibiting anxiety and depression. In addition to this being a significant safeguarding concern, it also represents a real barrier to learning.</p>	2,4

	<p>By employing a part-time Mental Health Mentor, running group and individual sessions, we are able to begin to address this, helping to avoid long pupil absences.</p> <p><a href="https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people">https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people</a></p>	
Healthy Breakfasts for all children	<p>This programme offers opportunities for PP pupils to fulfil an important role (over half the team of qualified pupils preparing and distributing bagels are PP), gaining skills, confidence and self-esteem.</p> <p>Moreover, there are links between missing breakfast and educational achievement, as well as with health and attendance (although, admittedly, research has been loaded toward younger children).</p> <p><a href="https://www.cambridge.org/core/journals/public-health-nutrition/article/association-between-breakfast-consumption-and-educational-outcomes-in-911-year-old-children/8174B87D235C67D22C0913F66E1ED6B4">https://www.cambridge.org/core/journals/public-health-nutrition/article/association-between-breakfast-consumption-and-educational-outcomes-in-911-year-old-children/8174B87D235C67D22C0913F66E1ED6B4</a></p>	4,5
Extra-curricular strategy including Saturday opening	<p>While direct evidence in the UK context of extra-curricular participation boosting academic results is limited, the Sutton Trust has pointed out that wider life skills ‘such as confidence, social skills, self-control, motivation, and resilience’ which are extremely important in improving social mobility, are improved through extra-curricular participation.</p> <p>The EEF also note ‘There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#</a></p> <p><a href="https://www.suttontrust.com/our-research/life-lessons-workplace-skills/">https://www.suttontrust.com/our-research/life-lessons-workplace-skills/</a></p>	2,4,5
Rebuilding an ambitious programme of visits and events for all pupils to develop cultural literacy and aspiration	<p>Sometime ago the Education Select Committee conducted sustained investigation into the benefits of outdoor education (<a href="https://publications.parliament.uk/pa/cm200405/cmselect/cmmeduski/120/12005.htm">https://publications.parliament.uk/pa/cm200405/cmselect/cmmeduski/120/12005.htm</a>). Their findings were echoed by OFSTED who noted ‘When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development.’. The <a href="#">excellent OFSTED report</a> also noted the pitfalls of traditional funding methods limiting opportunities.</p>	2

	Building the cultural capital of our disadvantaged pupils, who may not otherwise attend a theatre, visit key cultural sites in London, have an appreciation of how the rule of law works or visit the key art galleries or museums in Oxford or elsewhere is informed by the national curriculum.	
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**Total budgeted cost: £ 313,500**

## 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 2020 to 2021 academic year.

Our previous success in closing the progress gap (in 2019 our PP pupils **achieved** a P8 of -0.02), has been undermined to a significant extent by the Covid-19 epidemic despite the best efforts of staff. Our gap for Progress grew significantly in the years since our pupils sat external exams (to a P8 gap of -1.41 in 2021).

Equally the gains previously made around attendance and persistent absence have also been largely undermined by the impact of Covid-19 (in 2020-21 the PP / non-PP attendance gap increased to 5% and the PP / non-PP persistent absence increased to almost 20%).

A full review of our 2020-21 PP Plan is available upon request and there are some positives, particularly around impactful interventions around reading.