

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	760
Proportion (%) of pupil premium eligible pupils	48.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lesley Brookes
Pupil premium lead	Neil Jones
Governor / Trustee lead	Lesley Brookes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£370,231.95
Recovery premium funding allocation this academic year	£103,914
School-Led Tutoring Grant	£62,532
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£536,677.95
Three core areas of spending	
To support Quality First Teaching (50%)	£268,338.97
To facilitate small group support (25%)	£134,169.48
To support wider school approaches (25%)	£134,169.48

Part A: Pupil premium strategy plan

Statement of intent

At King Edward VI Northfield School for Girls our core aims are for all pupils to be **Happy** (resilient, able to enjoy learning and embrace opportunities), **Safe** (safeguarded effectively, educated to keep themselves and other safe), **Aspirational and Successful** (striving toward a successful career with good academic outcomes with secure pathways for post-16), **Engaged** (part of school-life and participating in extra-curricular) and good **Citizens** (aware of their rights and responsibilities in society and able to contribute to the wider community). In order to fulfil these and ensure that all pupils make strong progress, regardless of their backgrounds or the challenges they face, we plan to:

- continue to prioritise high quality teaching as this is proven to have the greatest impact on improving outcomes for pupils from a disadvantaged background. It must be accepted therefore that it is our intention to also improve the attainment of our non-disadvantaged pupils alongside any improvements to their disadvantaged peers. We will therefore continue to ensure that disadvantaged pupils are challenged by the work that they are set;
- track pupils carefully as they progress through our school and act early to intervene when it is needed;
- continue to narrow the gap in outcomes within King Edward VI Northfield School for Girls and when compared to national data and our so that our students in receipt of Pupil Premium achieve equally to those from more affluent backgrounds;
- to ensure that PP funding is allocated based on the EEF 3 part model with 50% directed at supporting Quality First Teaching; 25% on small group or individual support; and 25% on wider school approaches;
- support our students in receipt of Pupil Premium who enter the school with a reading age that proves a barrier to learning so that they can access the curriculum;
- continue to improve and develop our transition strategies, (both KS2 to 3 and post-16) to maximise the potential of all students.

Challenges

This details the key challenges to achievement that we have identified among our students. The first section contains the data with commentary showing how our students in receipt of Pupil Premium compare with the rest of our cohort.

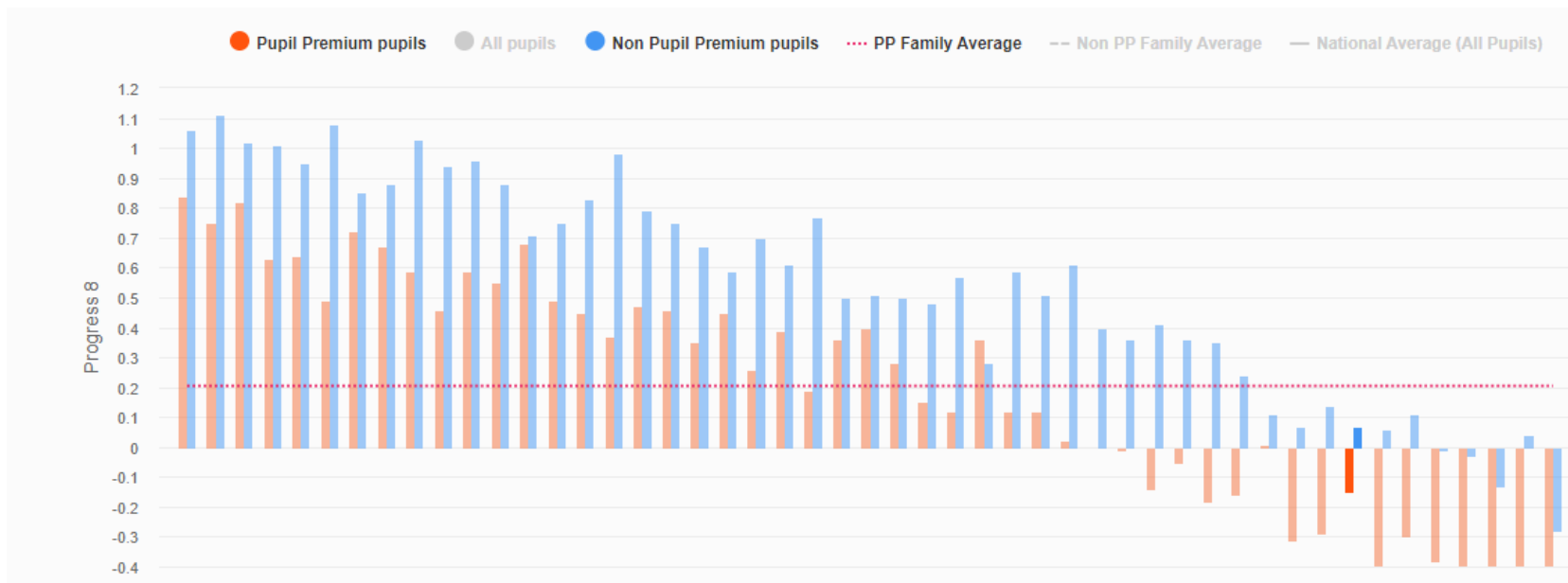
Turves Green Girls' School [compared favourably with similar schools with TGGS scoring a higher P8](#) score for our Pupil Premium pupils than the vast majority of similar schools (-0.02), and significantly higher than the P8 score of PP pupils nationally (all or girls), regardless of ethnicity.

The gap in progress between PP and non-PP pupils in 2019 was relatively small (XX non PP and -0.02 PP). 2022 data, where our PP pupils scored a Progress 8 of -0.38 and nationally PP pupils scored -0.56 shows that, [in common with the national picture](#), the challenge has been sharpened significantly by the pandemic.

2019 and 2022 Data

	2019 P8	2019 A8	2019 4+ E+M	2019 5+ E+M	2022 P8	2022 A8	2022 4+ E+M	2022 5+ E+M
TGGS / NSG Non-Pupil Premium	0.05	46.23	65%	59%	0.06	51.60	81.4%	51.4%
National Non-Pupil Premium	0.13	50.30	72%	50%	0.15	52.6	75.9	56.8
TGGS / NSG Pupil Premium	-0.02	38.67	61%	30%	-0.39	40.43	55%	36%
National Pupil Premium	-0.45	36.68	45%	25%	-0.55	37.5	48.2	29.5

Whilst the EFF 'Family of Schools' Family of Schools comparison is flawed as it fails to factor in the importance of ethnicity in the comparison, despite a statistical significance as great as that for gender, the 2019 data shows TGGs' progress gap (bold) to be significantly less than most of the schools in this 'family'.



School Outcomes

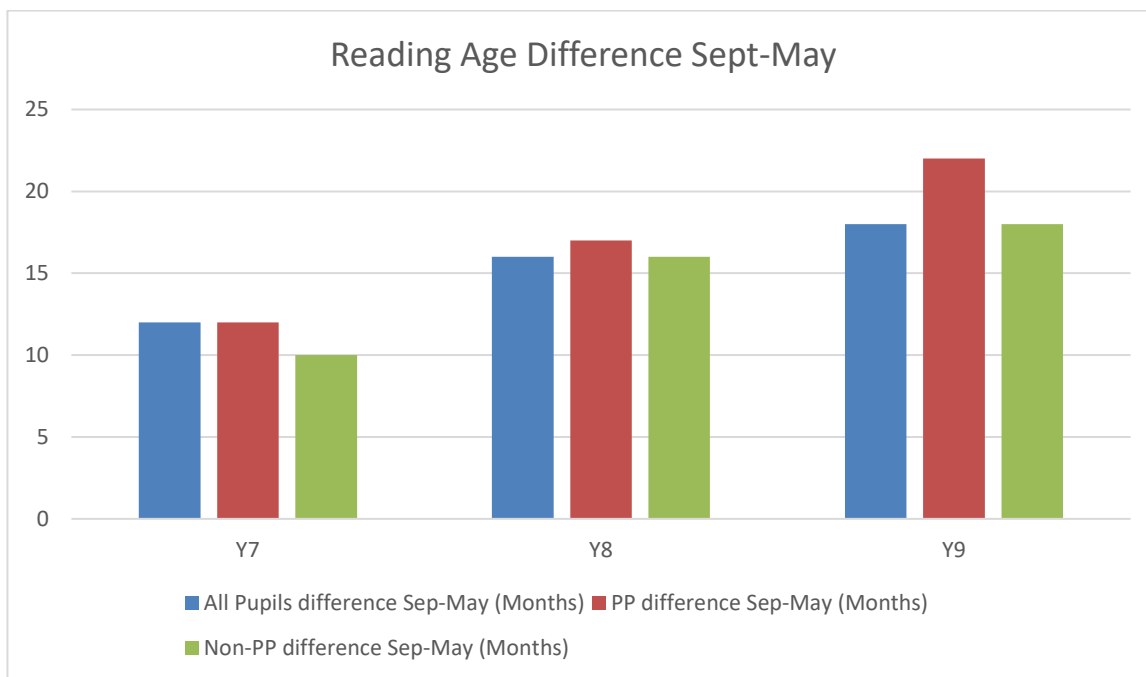
2022 saw significant steps forward in the attainment of Pupil Premium Pupils, despite the pandemic's disproportionate impact on Pupil Premium P8:

Pupil Premium Pupils	2016-17			2017-18			2018-19			2021-22		
	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP
Progress 8	-0.08	-0.13	-0.02	-0.07	-0.31	0.17	0.02	-0.02	0.05	-0.15	-0.39	0.06
In school difference		-0.11			-0.48			-0.07			-0.45	
Difference from National average (all)	-0.03	-0.05		-0.02	-0.05		-0.03	0.05				
Attainment 8	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP
	41	40.03	42.35	43.48	37.25	48.98	42.66	38.67	46.23	45.99	40.42	51.60
In school difference		-2.32			-11.73			-7.56			-11.18	
Difference from National average (all)	46.29	-5.29		46.53	-3.05		46.69	-4.03				
English & Maths Grade 4/A*-C	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP
	53	53	54	63	46	79	63	61	65	73	55	81.4
In school difference		-1			-33			-4			-26.4	
Difference from National average (all)	64	-11		64	-1		65	-2				
English & Maths Grade 5+	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP
	22	20	24	31	22	29	45	30	59	50	36	51.4
In school difference		-4			-7			-29			-15.4	
Difference from National average (all)	43	-21		43	-12		43	2				
Achieving the EBACC (4+)	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP
	5	6	4	10	7	13	18	9	27	27	19.4	32.9
In school difference		2			-6			-18			-13.5	
Difference from National average (all)	24	-19		24	-14		25	-7				

KS3 NFER Reading Data 21-22 Average Increases

The data shows that all cohorts continue to increase their average RA with greater than chronological gains being seen across all groups in Year 7-9 from September to May.

	All Pupils Average RA	All Pupils gain Sep-May (Months)	PP Average RA	PP gain Sep-May (Months)	Non-PP Average RA	Non-PP gain Sep-May (Months)
Y7	12.21	12	11.63	12	12.64	10
Y8	12.48	16	12.11	17	12.79	16
Y9	12.87	18	12.37	22	13.28	18



Attendance

For the purpose of this chart, only Years 7-10 are included to exclude the effects of the exam period.

In all areas, PP students are lower than non-PP although the gaps are very small and are all closing over the last two years. Illustrates that attendance / lates are not an area of concern with regard to PP students.

	2018-2019 All: 94.56%		2019-2020 All: 94%		2020-2021 All: 92.95%		2021-2022 All: 90.69%	
	PP	Non	PP	Non	PP	Non	PP	Non
Attendance	92.71%	95.88%	92.09%	95.59%	90.5%	95.23%	87.8	93.36%
Gap	-3.17%		-3.5%		-4.73%		-5.56%	
Lates	2.98%	1.57%	3.48%	1.54%	2.8%	1.16%	4.17%	1.9%
Gap	-1.41%		-1.94%		-1.64%		-2.27%	

Pupil Groupings

Included to rule out the possibility that PP students gravitated towards lower groups during their time in NSG. The table below shows the spread of PP and non-PP pupils in Oct 2022 within English subject classes and clearly shows that there only very marginal correlation.

	7 (PP %: 47.3)		8 (PP %: 46.7)		9 (PP %: 48.3)		10 (PP %: 45.6)		11 (PP %: 49.7)	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Top Set/s	46.6	53.4	40.3	59.7	44.4	55.6	46.6	53.4	43.3	56.7
Middle Set/s	37.0	63.0	52.5	47.5	48.3	51.7	42.1	57.9	39.2	60.8
Lower Set/s	63.2	36.8	48.3	51.7	56.0	44.0	50	50	68.6	31.4
MFL							42.1	57.9	48.9	51.1
Trip.Science							38.6	61.4	35.5	64.5
Comp.Sci							61.9	38.1	66.7	33.3

Challenge number	Detail of challenge
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1	To ensure that pupil premium progress and attainment continues to improve through superb teaching employing expert knowledge based upon a carefully sequenced curriculum and enhanced by meta-cognition strategies.
2	To continue to support PP students to ensure high rates of post-16 success and continue to reduce NEET figures.
3	To ensure that all PP students continue to have equal access to school visits and other enrichment activities.
4	To support all students in having access to additional resources whether provided directly by the school or external agencies.
5	To provide an individualised tutoring programme for students utilising the School-led tutoring grant and other interventions within school to enable them to overcome the challenges faced over the last couple of years. Evidence from various sources shows that many of our pupils were heavily impacted by the partial school closures resulting in pupils falling behind their expected levels of progress.
6	To continue to support the well-being of all of our students. We are seeing increased levels of social and emotional issues for our pupils, demonstrated through increased incidents of panic attacks and general anxiety and low self-esteem. This is driven by a large combination of factors, including, but not limited to concern about lost learning and future exams and the pressures of lockdown and the lack of enrichment opportunities that were available. External reports suggest that these challenges particularly affect pupils from a disadvantaged background to a great extent.
7	To build on and develop directed revision for pupil premium pupils, reflecting the greater challenges these children face in embedding knowledge outside of school.

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
Gap between PP and non-PP reduces in external GCSE data.	Gap between PP and non-PP reduces from -0.45 (2022) to at no greater than -0.30 (2023)
Students from disadvantaged backgrounds continue to improve their performance in core subject areas.	PP En/Ma 5+ to be more in line with non PP (Sept 22 results- PP= 35.8%, non-PP= 51.4%)
Improved reading comprehension and ability among disadvantaged pupils enabling them to better access the full curriculum.	Our PP pupils generally enter school with lower reading ages than our non-PP pupils and are therefore at risk of not being equipped to access the full curriculum. We aim for our PP pupils to XXXX by the end of Year 9.
A vibrant range of enrichment and extra-curricular events open to all students.	All PP students continue to take part in a range of enrichment activities and extra-curricular events leading to greater awareness of the possibilities open

	to them to further promote their social mobility, with the target of 93% Pupil Premium pupils engaging in one or more educational visits, and Pupil Premium pupils attending an average of two extra-curricular clubs / booster per week.
Pupils from a disadvantaged background study the same rigorous and broad curriculum as others.	The percentage of Pupil Premium pupils undertaking MFL, Triple Science and Computer Science to be within 10% of the non-pupil premium uptake in each subject.
Pupils with identified gaps in the knowledge or skills supported with tutoring, with the content specified by department heads.	After-school school-led tutoring support to be provided for 180 pupils in 2022-23, with at least 140 successfully encouraged to take up the provision.
Students from disadvantaged backgrounds to leave school with the same high ambitions and access to post 16 support/information as other students.	Careers and HE opportunities made available for 100% of pupils, including non-attenders, with NEET figures at below 6%
Bespoke support provided to support the well-being of all our students from Heads of Year, mentors, counsellors pathfinder early help lead and external agencies	All pupils have access to support in line with their level of need to bring unauthorised absences down for PP in line with non-PP.

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: £268,338.97- £215,800.06 currently committed

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Assistant Head – increased SLT capacity, bringing experienced leader with prior success of coordinating academic interventions to improve PP attainment outcomes to focus on high quality feedback and homework. £75073</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 5
<p>Additional Deputy Head – increased SLT capacity, bringing in experienced leader with proven impact in supporting improved quality first teaching to focus on meta-cognition strategies £77070</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1
<p>Over-staffing in English 0.2 – proving the capacity for an additional teaching group in Year 7, to support greater targeted support and to support the Jumpstart Programme Phonics to rapidly advance reading ages of those who join the school with the lowest Reading Ages. £10,000</p>	<p>https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p>	1
<p>Over-staffing in Maths – proving the capacity for an additional teaching group in Year 7, to support greater targeted support and to ensure successful transition from KS2. £10,000</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1667988928</p>	1
<p>Subject Professional Association Membership £1500</p>	<p>https://link.springer.com/article/10.1007/s10857-012-9217-0</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p>	1

Phonics Training – £500	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Oaks Membership – Subject Groups, Oaks Training Day, Access to external reviews and peer review £ 17,064.90	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1
Guided Reading Project £8000 & 0.1 English overstaffing £5000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1
Reading Tests – NGRT tests for 7-9. £3603.75	The importance of reliable assessment, benchmarked against nationally representative samples allows interventions to be evaluated and progress measured.	1
Subject Mentors for New Teachers £3500	High quality teaching from new teachers is a clear necessity for all schools. Well-trained, motivated and managed subject mentors are a vital ingredient in achieving this outcome.	1
CPD Budget £12,489	The importance of individualised CPD for retention	1
TOTAL £215,800.06 currently committed		

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

Budgeted cost: £134,169.48- £118,400 currently committed

Activity	Evidence that supports this approach	Challenge number(s) addressed
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School-Led Tutoring £22,000	https://dro.dur.ac.uk/26952/	5
KS4 Form time Directed Revision £9000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	7
Year 11 Saturday morning small group booster sessions in English, Maths and Science £1,200	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4
Staffing for Graphics, Food and Technology Make Days £3000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	5
Thinking Reading £6000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	5
Targeted Phonics (delivered through SEND Team) £300	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5
Pupil Premium Mentoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	6
ARnties led by Librarian (2.5 hours per week) £900	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	5
Homework Support Staffing £3,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	7
Curriculum Poverty Proofing – ingredients etc £3,000	https://eprints.ncl.ac.uk/file_store/production/232454/86F983AD-4159-4FE1-9F37-3B567F2182C2.pdf	4

Additional TA to support weaker readers £22000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5
Jumpstart Training and Coaching up to £6000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5
Distance Learning Platform for non-attenders due to mental health barriers £45,000	The ability to track attendance and participation, lesson by lesson, over a full time-tabled week is essential both from an educational view and a safeguarding view. A full and balanced curriculum is also a huge advance from our previous in-house attempts to support these learners (the numbers of whom have grown significantly since the pandemic).	5,6
Total £117,200 currently committed		

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

Budgeted cost: £134,169.48 Actual Committed: £156995 (£22, 825 over-committed)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time Pathfinder worker, to enable early help support for struggling families, helping to establish good routines around school engagement. £28,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Rewards Budget £3,000	Evidence from November 2022 shows that well-advertised rewards, engaging parents and pupils, has up to 2% impact on whole-school attendance.	
Subscription EPraise and Homework Strategy £2220.00	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	

Subscription to IRIS text service £3995	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Bagels £14000	https://www.magicbreakfast.com/Handlers/Download.ashx?IDMF=290aa835-1de8-4674-b431-e30fb7ff1b73 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4
Clubs – Aspire and DofE and staffing of drama, Saturday clubs etc £5,000	Impact of Duke of Edinburgh Impact of extra-curricular more widely	2
Black History Month, Diversity Day, supporting diversity in the curriculum £2,000	The importance of children being able to envision their own success and to see their gender, ethnicity and class reflected in what they learn has an impact on building a successful and inclusive whole-school ethos.	1
Student Council £1,000	Leadership opportunities for Pupil Premium pupils creates role models and develops self-confidence and wider soft-skills such as presenting etc.	3
Uniform £2,000	Poverty Proofing the School Day: Evaluation and development report. (ncl.ac.uk)	2
Trips £20,000	The universality of our trip days is part of poverty proofing our curriculum, building a cohesive school community, raising aspiration and building cultural capital.	2
Mental Health Support – 0.3 Senior Learning Mentor and external (£12,500) professional hours (£4000) £16,500	Issues around mental health and resilience are central to why our attendance (school and national) have not returned to pre-pandemic levels. Increasing our pupils' ability to manage their own anxiety is an important aspect of improving attendance.	6
Behaviour and Resilience Mentoring £7,500	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6

Swimming £4,000	Poverty Proofing the School Day: Evaluation and development report. (ncl.ac.uk)	
P/T Careers Apprenticeship £15,000	Increasing the amount of individualised support each child receives has a demonstrable impact on our Gatsby benchmarking scores and consequently on the ability of our pupils to sustain destinations. https://www.careersandenterprise.co.uk/media/zt0bgoa0/1488_destinations_report_v4.pdf	2
Attendance Strategy Lead £35,000	https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4	6
Total - £156995		

Total budgeted cost: £489,995.06 committed out of budget £477,124 (£12,871.06 overspend found from other sources)

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. Our 2021-22 lacked specific costing for specific interventions making evaluations of cost-effectiveness difficult. This flaw is addressed in this year's update.

Activity	Evidence that supports this approach	Evaluation
<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>https://www.suttontrust.com/wp-content/uploads/2019/12/The-Recruitment-Gap.pdf</p>	<p>Maths outcomes improved significantly in 2022 compared to 2019. Our ability to devote greater time to team CPD and quality assurance has been a key part of this trend of success, which internal data suggests will continue.</p>
<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>https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil Premium Guidance iPDF.pdf</p>	<p>Teacher feedback forms from the 21-22 programme and teacher training day suggests that staff valued the high quality CPD, although the SEND workshops were less successful. This feedback has informed planning of the Oaks CPD offer this year.</p>

<p><i>External reviews of provision through Oaks membership off KEVI AT</i></p>	<p>External reviews around Teaching and Learning and SEND in-class practice offers us a chance to have external experts review what we 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>https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>External reviews 2021-22 included:</p> <p>School Improvement Partner Quality Assurance SEND Review Literacy Review Safeguarding Review Curriculum Review</p> <p>Each of these reviews has shaped development priorities as we continue on our journey to providing an outstanding education.</p>
<p><i>KEVI INSET – Supporting the disadvantaged</i></p>	<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 INSET will include workshops by Louise Blackburn and Challenging Education, who lead a network of schools introducing the RADY ‘uplift’ methodology</p> <p>https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>Louise Blackburn did not lead planned sessions at the South Cluster Teacher Day, because the event was cancelled by the other participating schools under the pressure of Covid-related staffing absence surges.</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 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 in finding individual staff the support such as</p>	<p>Teacher performance management evaluation shows that teachers took appropriate steps to close attainment gaps. However, whilst PP progress here was significantly better than the national average and PP A8 was significantly better, we were not successful in maintaining our trend of narrowing the PP / non-PP P8 gap, as the disproportionate impact of the pandemic, lock-downs and bubble-bursts on PP pupils is clear.</p>

	<p>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>https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil_Premium_Guidance_iPDF.pdf</p>	
<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>https://tomprof.stanford.edu/posting/418</p> <p>https://blog.irisconnect.com/us/community/blog/how-can-peer-learning-make-teachers-more-effective</p>	<p>Our Teaching and Learning Group was less independently active than leadership hoped for, leading to direct SLT oversight in 2022-23.</p>
<p><i>Academic Language Programme for teacher practice</i></p>	<p>Literacy and academic language in specialist areas is very important in giving our pupils the tools and the confidence to do well.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf (p6-10)</p>	<p>Tier 2 vocabulary embedded in schemes of learning in Science and Geography with best practice shared with other subjects. This is demonstrated by internal and external quality assurance (see Literacy Review for example).</p>
<p><i>Reading Strategy, including improved library facilities, 'Drop Everything and Read',</i></p>	<p>The EEF toolkit suggests that both phonics teaching and wider literacy programmes are potentially high impact strategies, and the</p>	<p>External evaluation of our reading strategy, followed by internal review has measured both significant successes (with greater than chronological reading age improvement across KS3 in</p>

<p><i>Synthetic Phonics and close monitoring of Reading Age of all children below age expectation,</i></p>	<p>evidence in our school of the synthetic phonics programme for those Year 7s who start with reading ages well below their peers is startling.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2021-22), but also areas requiring further improvement. This has led to a greater focus on phonics practice within English and to a lesser extent, elsewhere in the curriculum, an extension of form-time (and the school day) by 15 minutes to enable guided reading sessions across KS3 for 90 minutes each week and a restructuring of library / AR lessons.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>Year 11s booster attendance rates have more than doubled in Sept 2022 compared to Sept 2021, with all faculties running both targeted and open sessions.</p>

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

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Evaluation
National Tutoring Programme small group mentoring	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</p>	<p>The quality of NTP tutors proved to be mixed and the loss of curriculum proved an unsatisfactory model. The move to our own School-led approach this year, with sessions taking place after-school and on the weekend is already proving more effective.</p>
The Aspire Club – a five-year programme of fortnightly activities including masterclasses and guest speaker	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>Aspire Society has become well established and has excellent buy-in amongst parents, including the parents of PP pupils. Activities have included external speakers from business and higher education, visits to companies and universities and partnerships with other King Edward VI Foundation schools. The measuring of impact is ongoing and reported to the Education Sub-Committee.</p>
1-2-1 Teacher mentoring of PP pupils	<p>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). The mentor provides that monitoring of homework, self-organisation and resilience which aspirational parents may otherwise provide, as well as acting as a problem-solver and advocate for the child with colleagues, helping an individual child that</p>	<p>The mentoring of PP pupils remains one of our most valued, effective and cost-effective interventions. Staff volunteers continue to provide vital day-to-day support as well as flagging emerging concerns and sign-posting more specialist support.</p>

may otherwise result in sanctions and subsequent further disengagement with learning.

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

Budgeted cost: £ 124,000

Activity	Evidence that supports this approach	Impact
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>https://ifs.org.uk/publications/14848</p> <p>https://post.parliament.uk/covid-19-and-the-disadvantage-gap/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>Our appointment of a Family Support Worker as part of the Pathfinder project did not meet the demand for family support as the role of Children’s Services in the city has changed and a greater level of early help has had to be picked up by school. This failure to meet demand despite the clear benefits of early help in sustaining attendance is why we have increased this provision in this year’s update.</p>
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>	<p>Again, whilst there is evidence that our increased support has had a positive impact, demand has outstripped capacity. This is why we have increased capacity by buying in external support as part of this year’s plan.</p>

	<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>https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people</p>	
<p>Healthy Breakfasts for all children</p>	<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>https://www.cambridge.org/core/journals/public-health-nutrition/article/association-between-breakfast-consumption-and-educational-outcomes-in-911-year-old-children/8174B87D235C67D22C0913F66E1ED6B4</p>	<p>We have managed to sustain this important provision which increasingly serves as a bulwark against children being hungry. This includes PP pupils but also those very many children who live in relative poverty but whose parents cannot or will not claim FSM.</p> <p>Uptake of free breakfasts remains just below 50% of the whole school. Anecdotal evidence suggests that the importance of this service is increasing this winter. Unfortunately, the Magic Breakfast Educational Charity has halved deliveries of bagels due to their own spiralling costs, requiring the short-fall to be found from other funding sources.</p>
<p>Extra-curricular strategy including Saturday opening</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#</p>	<p>In HT1 2022-23 we were achieving over 700 attendances at extra-curricular activities within a week and total attendances for the half-term have more than doubled since we started implementing the strategy in HT1 2021-22.</p>

	https://www.suttontrust.com/our-research/life-lessons-workplace-skills/	
<p>Rebuilding an ambitious programme of visits and events for all pupils to develop cultural literacy and aspiration</p>	<p>Sometime ago the Education Select Committee conducted sustained investigation into the benefits of outdoor education (https://publications.parliament.uk/pa/cm200405/cmselect/cmeduski/120/12005.htm). 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 excellent OFSTED report also noted the pitfalls of traditional funding methods limiting opportunities.</p> <p>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.</p>	<p>Educational Visit days have become an established part of our calendar and participation on these days surpass 90% and in line with our attendance on other days.</p>