



**KING EDWARD VI
NORTHFIELD
SCHOOL FOR GIRLS**

Educational excellence for our City

Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2024-25.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's (2023-24) spending of pupil premium had within our school. The majority of the interventions outlined are planned to stretch over the next three years.

School Overview

Detail	Data
School name	King Edward VI Northfield School for Girls
Number of pupils in school	745
Proportion (%) of pupil premium eligible pupils	51.1%*
Date this statement was published	7 September 2024
Statement Authorised by	Nicola Smith
Pupil Premium Lead	Neil Jones
Governor Lead	Shared Responsibility

Funding Overview

Detail	Amount
Pupil Premium Funding Allocation for this academic year	£319,298
Recovery premium funding for this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable) To support Quality First Teaching (72.5%) To facilitate small group support (14.8%) To support wider school approaches (36.3%)	£0 – overspend covered from other budgets
Total budget for this academic year	£319,298
Three core areas of spending	Teaching: £231,839.30 Targeted Academic Support: £47,300 Wider Strategies: £113,800

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 broadly 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.
- Ensure that despite around 20% of our teachers being on maternity leave in in 2023-23, in a time of increasing teacher shortages [nationally](#), we recruit sufficient specialist teaching staff to ensure all pupils continue to be taught by a subject specialist.

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. Where our PP pupils scored a Progress 8 of -0.38 in 2022 and -0.43 in 2023 and nationally PP pupils scored -0.56 (2022) shows that, in common with the national picture, the challenge has been sharpened significantly by the pandemic.

In 2024 PP progress 8 scores were particularly impacted by an unprecedented number of staff maternity absences (over 15% of teaching staff), the impact of which effected primarily Open Bucket subjects, English and Science, although there was progress to an extent in the gap in attainment started to narrow once more, in 4+ Maths, 5+ Maths, 4+ English, 5+ English, and both 4+ and 5+ E+M.

Outcomes over time

	2019 P8	2019 A8	2019 4+ E+M	2019 5+ E+M	2022 P8	2022 A8	2022 4+ E+M	2022 5+ E+M	2023 P8	2023 A8	2023 4+ E+M	2023 5+ E+M	2024 P8	2024 A8	2024 4+ E+M	2024 5+ E+M
TGGS / NSG Non-Pupil Premium	0.05	46.23	65%	59%	0.06	51.60	81.4	51.4	0.15	51.66	74	59	TBC	47.82	70.2	50
National Non-Pupil Premium	0.13	50.30	72%	50%	0.15	52.6	75.9	56.8	0.17	50.3	73	52	TBC	TBC	TBC	TBC
TGGS / NSG Pupil Premium	-0.02	38.67	61%	30%	-0.39	40.43	55%	36%	-0.43	34.29	39.5	14.5	TBC	33.97	41.5%	27.7
National Pupil Premium	-0.45	36.68	45%	25%	-0.55	37.5	48.2	29.5	-0.57	34.99	43	25	TBC	TBC	TBC	TBC

Pupil Premium Pupils	2017-18			2018-19			2021-22			2022-23			2023-2024		
	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP
Progress 8	-0.07	-0.31	0.17	0.02	-0.02	0.05	-0.15	-0.39	0.06	-0.16	-0.43	0.15	TBC	TBC	TBC
In school difference		-0.48			-0.07			-0.45			-0.58			TBC	

Diff. from Nat. Av. (all)	-0.02	-0.29		-0.03	0.1		-0.03	-0.36		-0.03	-0.41		TBC	TBC	
	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP			
Attainment 8	43.48	37.25	48.98	42.66	38.67	46.23	45.99	40.42	51.60	42.33	34.29	51.66	41.78	33.97	47.82
In school difference		-11.73			-7.56			-11.18			-17.37			-13.85	
Diff. from Nat. Av. (all)	46.53	-9.28		46.69	-8.02		48.77	8.35		46.28	-11.99		TBC	TBC	
	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP			
English & Maths Grade 4/A*-C	63	46	79	63	61	65	73	55	81.4	55.7	39.5	74	57.7	41.5	70.2
In school difference		-33			-4			-26.4			-34.5			-28.7	
Diff. from Nat. Av. (all)	64	-1		65	-2		69	-14		65	-25.5		TBC	TBC	
	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP			
English & Maths Grade 5+	31	22	29	45	30	59	43	36	51.4	34.9	14.5	59	40.3	27.7	50
In school difference		-7			-29			-15.4			-44.5			-22.3	
Diff. from Nat. Av. (all)	43	-21		43	-13		50	-14		45	-30.5		TBC	TBC	
	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP			
Achieving the EBACC (4+)	10	7	13	18	9	27	27	19.4	32.9	25.5	13	41	26.2	18.5	32.1

In school difference		-6		-18		-13.5		28		-13.6
Diff. from Nat. Av. (all)	24	-17	25	-16	27	-7.6	24	-11	TBC	TBC

Literacy Strategy and Reading Ages

Reading progress analysis 2022-24 shows that our updated Literacy strategy, and its implementation, has had a positive impact on pupils' reading progress at Key Stage 3 at Northfield School for Girls. This is evident across the age and ability range (in particular year 8 and 9) with much of the greatest impact being for our Pupil Premium and SEND pupils (in year 8 and 9). These groups' reading progress compares very favourably to national averages, particularly when there is a widening national gap affecting disadvantaged pupils.

The Jump Start systematic synthetic phonics programme for a small cohort of year 7 pupils has continued to ensure the weakest readers make rapid progress, with 69% of this group making expected or higher progress. In 2022, we oversaw a successful handover of this teaching responsibility due to a staffing change in English and the pupils in this group continue to make consistently strong progress.

Following our external review of literacy and reading in July 2022, as well as monitoring during 2022-24, our Literacy strategy has been updated again to reflect the best current practice and the wide range of additional literacy (reading and oracy) and reading interventions in the school. Since 2022 strategies included, but were not limited to: our whole-key stage 3 Guided Reading form time programme; structured programme of Library lessons within Key Stage 3 English curriculum time; a bespoke year 7 'Jump Start' phonics teaching group; introduction of a "Newsweek" item in KS3 form time; CPD for explicit opportunities for reading aloud using whole school reading protocols across all curriculum subjects; Pupil Librarians to act as reading mentors for reluctant readers and pupil judging panel for the SPARK book awards 2024. Reading progress is monitored more rigorously to identify pupils for intervention by whole-school uptake of the NGRT (New group Reading Test), giving us a more comprehensive picture of reading progress. The weakest 20% of readers in each year group have been following an adaptive literacy intervention package, Lexia UK 'Power Up' throughout 2023-24, and this continues into 2024-25.

For 2024-25, the successful reading strategy will continue to be implemented with a focus on SEND students in year 8 and 9 in particular in order to reduce the number in the "below expected" reading progress. In addition, the oracy strategy will support our students further in

supporting high quality teaching and learning across the curriculum whereby there is plentiful opportunities for teachers and pupils to focus on domain/subject specific vocabulary in lessons (including grammar and meaning) when promoting academic talk.

Year 7 – 2022-2023 vs. 2023-2024 Reading progress (September to June)

Progress category	All pupils:		Pupil Premium:		Non-PP:		SEND:	
	22-23 vs 23-24		22-23 vs 23-24		22-23 vs 23-24		22-23 vs 23-24	
Higher than expected	38%	28%	30%	23%	45%	32%	27%	22%
Expected	42%	53%	50%	51%	35%	54%	53%	56%
Below expected	20%	18%	20%	23%	20%	14%	20%	22%

Year 8 – 2022-2023 vs. 2023-2024 Reading progress (September to June)

Progress category	All pupils:		Pupil Premium:		Non-PP:		SEND:	
	22-23 vs 23-24		22-23 vs 23-24		22-23 vs 23-24		22-23 vs 23-24	
Higher than expected	38%	32%	18%	34%	50%	29%	21%	23%
Expected	43%	53%	51%	49%	37%	57%	68%	61%
Below expected	19%	15%	31%	17%	13%	14%	11%	16%

Year 9 – 2022-2023 vs. 2023-2024 Reading progress (September to June)

Progress category	All pupils:		Pupil Premium:		Non-PP:		SEND:	
	22-23 vs 23-24		22-23 vs 23-24		22-23 vs 23-24		22-23 vs 23-24	
Higher than expected	41%	43%	31%	46%	50%	40%	43%	37%
Expected	37%	49%	44%	38%	32%	57%	43%	63%
Below expected	22%	9%	25%	16%	18%	3%	14%	0%

Attendance

For both attendance and persistent absence, PP students are lower than non-PP although the gaps have closed each year since the pandemic. While gains have been incremental, and a great deal remains to be done, the direction of travel, supported by strong systems and a clear ethos, are well established.

	2021-2022		2022-23		2023-24	
	All: 90.69%		All: 90.7%		All: 91.4%	
	PP	Non	PP	Non	PP	Non
Attendance	87.8%	93.36%	88.2%	93.2%	89.4%	93.7%
Gap	-5.56%		-4.8%		-4.3	
P.A	38.5%	18.5%	38%	18.2%	32.8%	16.4%
Gap	20%		19.8%		16.4%	

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 2023 within English subject classes and clearly shows that there only very marginal correlation. Moreover, and importantly, the trend is one of PP pupils forming a higher proportion of higher teaching groups as they move through the school.

2023-24 Composition	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	49.1	50.9	47.6	52.4	37.5	62.5	45.8	54.2	42.3	57.7
Middle Set/s	64.1	35.9	50.0	50.0	50.0	50.0	41.5	58.5	36.2	63.8
Lower Set/s	73.8	26.2	67.8	32.2	62.5	37.5	58.6	41.4	56.3	43.7
MFL							48.1	51.9	39.5	60.5
Trip.Science							44.4	55.6	44.4	55.6
Comp.Sci							36.8	63.2	56.5	43.5

Updated Challenges for 2023-24

Challenge number	Detail of challenge
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 improve individualised academic intervention, better utilising internal data and leveraging strong levels of parental support.
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 continue to improve PP attendance and reduce persistent absence as part of whole school progress to embed excellent attendance.

Updated Intended Outcomes and Success Criteria for 2024-25

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.	PP pupils reach a A8 of at least 43.5 in 2025.
Students from disadvantaged backgrounds improve their performance in core subject areas.	PP Pupils attain at least 50% 4+ English and Maths and 40% 5+ E+M.
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 80% of our PP pupils to reach or exceed age-related expectations.
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 95% 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 90 pupils in 2022-23, with a greater focus on additional sessions for those showing both greatest need and greatest commitment in contrast to last year's broader approach where lessons were learned around an overly 'scatter-gun' approach.
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 to fall below 6% and as we

	move toward that outcome our Gatsby Scores to exceed National and Birmingham average in all areas each year.
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. Progress toward this goal will also be measured by the annual well-being census and the measurable impact of the Well-Being Action Plan.

Activity in this academic year (2024-25)

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: £231,839.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT Restructure to appoint additional Deputy Head – maintain increased SLT capacity, bringing experienced leader with prior success of leading quality first teaching and active learning in the classroom. From general budget with £31,869.65 contribution from PP funding</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>Maintain increased SLT– increased SLT capacity, bringing in experienced leader with proven impact in supporting improved quality first teaching to focus on meta-cognition strategies and rapidly improving both the classroom practice and curriculum in key subject areas (Maths and the Sciences), and moving expert in inclusive practice (SENDCo) onto SLT. From general budget</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1
<p>Over-staffing in English 1.0 – in the short-term providing the capacity to cover maternity leave with a high quality experienced teacher rather than ad</p>	<p>https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p>	1

<p>hoc agency cover. In the longer term this additional member of staff will provide the ability to tailor smaller intervention classes targeting the attainment of pupil premium groups. From general budget</p>	<p>https://files.eric.ed.gov/fulltext/EJ1160446.pdf</p>	
<p>Maintain over-staffing in Science 1.0 – In the longer term this additional member of staff will provide the ability to tailor smaller intervention classes targeting the attainment of pupil premium groups, providing the capacity for an additional teaching group in Year 7, to support greater targeted support and to ensure successful transition from KS2. From general budget</p>	<p>Secondary-Science-v2.96-WEB.pdf (d2tic4wvo1iusb.cloudfront.net) https://files.eric.ed.gov/fulltext/EJ1160446.pdf</p>	1
<p>Over-staffing in Food Science 0.8 in the short-term providing the capacity to cover maternity leave with a high quality experienced teacher rather than ad hoc agency cover. In the longer term this additional member of staff will provide the ability to further extend enrichment opportunities and developing career progression routes by engaging with colleges, universities and employers in the catering and hospitality sectors. £50,000</p>	<p>https://www.rethinkfood.co.uk/why-is-food-education-in-schools-essential/ https://files.eric.ed.gov/fulltext/EJ1160446.pdf</p>	1
<p>Over-staffing in Maths 1.0 –In the longer term this additional member of staff will provide the ability to tailor smaller intervention classes targeting the attainment of pupil premium groups, as well as</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1727944597</p>	1

<p>providing capacity to for high quality teaching of classes impacted by potential staff departures / long-term absences £60,000</p>		
<p>Early recruitment of Head of Year to provide focused PP-pastoral care in 2024-25 and to ensure smooth transition when existing superb Head of Year emigrates. A teacher specialism in RE or wider humanities will be sought to add capacity to in the event of unexpected long-term staff absence or departure. £40000</p>	<p>https://files.eric.ed.gov/fulltext/EJ1160446.pdf</p>	<p>1 / 6</p>
<p>Subject Professional Association Membership to enable subject teams to keep abreast of latest subject specific research and opinion, maintaining high levels of specialist expertise. £500</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>	<p>1</p>
<p>Carousel homework software to enable teachers to be consistent in homework expectations and empowering middle and senior leaders to consistently monitor . £1812</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	

<p>Oaks Membership</p> <p>Subject Groups, Oaks Training Day, Access to external reviews and peer review including reviews of Maths and History in 2024-25</p> <p>£17,064.90</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>1</p>
<p>Guided Reading Project</p> <p>This funding enables the purchase of texts for guided reading conducted through the form-tie programme.</p> <p>£8000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1</p>
<p>Reading Tests – NGRT tests for 7-9.</p> <p>£3603.75</p>	<p>The importance of reliable assessment, benchmarked against nationally representative samples allows interventions to be evaluated and progress measured.</p>	<p>1</p>
<p>Subject Mentors for New Teachers</p> <p>£3500</p>	<p>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.</p>	<p>1</p>
<p>sharing of best practice through school visits and tailored CPD -</p> <p>CPD Budget £12,489</p> <p>Additional Cover Budget £3000</p>	<p>The importance of individualised CPD for retention</p> <p>A particular focus of CPD is behaviour management strategies to reduce sanctions and exclusions.</p>	<p>1</p>
<p>TOTAL</p> <p>£199,969.65</p>		

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

Budgeted cost: £104,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS4 Form time Directed Revision</p> <p>Many PP pupils do not enjoy the close parental support required to structure revision effectively across KS4. Together, with our 5 year homework plan, the devoting of form time sessions to well-resourced revision practice is</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>7</p>

<p>key to enabling these pupils to embed knowledge in their long-term memory.</p> <p>£3000</p>		
<p>Staffing for Graphics, Food and Technology Make Days</p> <p>Specialist staff to continue to receive dedicated time with exam groups to ensure folder and 'make' work is completed in a timely fashion.</p> <p>£3000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>5</p>
<p>Targeted Phonics (delivered through SEND Team) through Talisman and Lexia £1500</p> <p>Accelerating the reading ages of our KS3 pupils remains a key strategy to maximise access the whole curriculum over both key stages. This is an area of success in 2022-23 and 2023-24 and by further increasing the scale of the</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>5</p>

intervention we aim to have an even greater impact		
Pupil Premium Mentoring Over 30 members of staff use their non-contact time for £0	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 Running a fully staffed homework club until 5pm five evenings a week supports our Homework Strategy introduced in Sept 2023 £3,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	7
Curriculum Poverty Proofing Ensuring our curriculum is fully accessible to all pupils means that we provide ingredients for all pupils in Food Science.	https://eprints.ncl.ac.uk/file_store/production/232454/86F983AD-4159-4FE1-9F37-3B567F2182C2.pdf	4

<p>£500</p> <p>Providing Dance Shoes for KS4 Dance pupils £200</p>		
<p>Additional TA to support weaker readers and volunteer reader programme</p> <p>Dedicated TA staffing to focus on using phonics approaches to driving up reading ages of pupils who start the school with below expectation reading ages.</p> <p>£22000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>5</p>
<p>Maths Saturday School targeted for PP pupils on 3-4 and 4-5 borderline.</p> <p>This programme was employed in 2023-24 for a mix of PP and non-PP 4/5 borderline pupils and proved successful in moving a number securely into grade 5. This year we will</p>	<p>https://schoolsweek.co.uk/eef-weekly-maths-tutoring-drives-three-months-extra-progress-for-pupils/</p>	

<p>devote this resource entirely to PP pupils through the pupil premium.</p> <p>£9000</p>		
<p>Form time Guided Reading Texts</p> <p>This successful part of our reading strategy is being adapted by the purchase of two new year group texts which pupil voice indicates are engaging for Year 8 and Year 9.</p> <p>£3000</p>	<p>https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1363&context=education_ETD_masters</p>	
<p>Year 11 Academic Breakfast Club</p> <p>The facility for Year 11s to arrive in school from 7.45 for quiet, supervised revision, with pastries supplied proved an incentive for a</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines</p>	

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

Budgeted cost: £162,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain our 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 £7,000	Evidence from November 2022 shows that well-advertised rewards, engaging parents and pupils, has up to 2% impact on whole-school attendance.	
Subscription to Class Charts and Homework Strategy £2500	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
Bagels A large number of our children do not have healthy breakfast routines, due to either acute financial	https://www.magicbreakfast.com/Handlers/Download.ashx?IDMF=290aa835-1de8-4674-b431-e30fb7ff1b73	4

pressures on their families or chaotic households where children get themselves to school. In addition to the limited evidence of academic evidence to this approach, we feel it is a moral imperative to ensure these £14000	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	
Clubs – Aspire and DofE and staffing of drama, Saturday clubs, specialist coaches / staffing for football, self-defence, Mandarin £7,000	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

Enrichment Days £27,000	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 £10,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6
	Think for the Future – small group workshops 2 days a year Anchor Well-being – 3hours per week	
Swimming £4,000	Poverty Proofing the School Day: Evaluation and development report. (ncl.ac.uk)	
Part-funding of Careers Advisor Last year we employed an apprentice undertaking a Level 5 qualification and	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

<p>were able to subsidise the cost with the Apprenticeship Levy. However, our experience shows that an experienced and successful careers advisor will have a greater impact, so we are retaining the level of funding from this premium whilst adding to it from other budgets for this purpose.</p> <p>£15,000</p>		
<p>Provision of stationery for all pupils</p> <p>£3000</p>	<p>Providing stationery for all children ensures that the first interaction of each lesson with teachers is not negative for those, often PP, children who may not otherwise be fully equipped. It also enables prompt lesson starts in line with our whole-school Do It Nows.</p>	<p>4</p>
<p>Total -</p>		

Total budgeted cost: £319,298

Part B: Review of outcomes in the previous academic year

Review of progress on high level outcomes

Most aspects of last year’s plan continue this year and into future years. However the update of this plan offers the opportunity to measure progress to date and therefore to change intervention and strategies.

Activity	Outcomes
<p>Additional Assistant Head – maintain 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. £90000</p>	<p>Assistant head Teaching and Learning has had a huge impact on the quality of and consistency of teaching and learning in the school. Internal power-bi data of observations, external reviews, staff voice all show the significant impact on T+L. The centrality of this individual to sustained improvements in T+L is underlined by the decision by governors to further restructure the role as a Deputy Head post.</p>
<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 and rapidly improving both the classroom practice and curriculum in key subject areas (Maths and the Sciences) £85000</p>	<p>The restructuring of AH T+L to DH T+L further increased to centrality of quality first teaching.</p>
<p>Over-staffing in English 1.0 – in the short-term providing the capacity to cover maternity leave with a high quality experienced teacher rather than ad hoc agency cover. In the longer term this additional member of staff will provide the ability to tailor smaller</p>	<p>The appointment of an additional English teacher enabled the school to keep specialist permanent teachers with all classes despite maternity leave and staff absence in 2023-24.</p>

<p>intervention classes targeting the attainment of pupil premium groups. £60,000</p>	
<p>Over-staffing in Science 1.0 – in the short-term providing the capacity to cover maternity leave with a high quality experienced teacher rather than ad hoc agency cover. In the longer term this additional member of staff will provide the ability to tailor smaller intervention classes targeting the attainment of pupil premium groups, providing the capacity for an additional teaching group in Year 7, to support greater targeted support and to ensure successful transition from KS2. £60,000</p>	<p>The appointment of an additional Science teacher enabled the school to keep specialist permanent teachers with all classes despite maternity leave and staff absence in 2023-24. However, the impact was limited due to both the unexpected departure of the Head of Faculty and the limitations of the member of staff appointed, who has now moved on. Therefore progress in Science, whilst slowed, was maintained (5+ 40.7% up from 35.7%)</p>
<p>Over-staffing in Food Science 0.8 in the short-term providing the capacity to cover maternity leave with a high-quality experienced teacher rather than ad hoc agency cover. In the longer term this additional member of staff will provide the ability to further extend enrichment opportunities and developing career progression routes by engaging with colleges, universities and employers in the catering and hospitality sectors. £50,000</p>	<p>Over-staffing of Food Science enabled the school to keep a specialist permanent teacher with all classes despite maternity leave and staff absence in 2023-24. This meant that despite a month without a Food Science teacher (after maternity leave had started prematurely and the start day of the new member of staff) the decline in Food Science outcomes was limited (20% 7+ down from 20.5%, 44.4% 5+ up from 43.2%, 60% c4+ down from 61.4%).</p>

Subject Professional Association Membership, £1500	The value of this membership was mixed, with some middle leaders making extensive use and others much less so. Therefore, we have removed the universality of this provision this year, targeting it just at those who have benefitted the most, whilst prioritise subject groups (KEVI and Oaks) for other middle leaders.
Phonics Training – £500	Our TA team are now highly trained phonics specialists, employing the Lexia programme and enabling the extremely strong reading age progress highlighted in this document.
Oaks Membership Subject Groups, Oaks Training Day, Access to external reviews and peer review £17,064.90	Oak INSET day provided subject-specific CPD with nationally-recognised leaders in best practice, whilst Oaks Sharing panel has continued to provide strong systems to avoid permanent exclusion.
Guided Reading Project This funding enables the purchase of texts for guided reading conducted through the form-tie programme. £8000	Guided Reading remains a key part of our Literacy and Oracy strategy, no reinforced by our consistent whole-school reading protocols.
Reading Tests – NGRT tests for 7-9. £3603.75	NRGT data provides the key measure for measuring the impact of reading interventions. It remains a challenge to ascertain which interventions are, by themselves, most impactful.
Subject Mentors for New Teachers £3500	High quality mentoring has enabled an English ECT to develop into a highly valued member of the English team, whilst the appropriate challenge inherent in the roll means that any ECTs unable to confidently reach the expected high standards do not progress to permanent roles within the school.
sharing of best practice through school visits and tailored CPD - CPD Budget £12,489 Additional Cover Budget £3000	Best practice visits has contributed to the design and implementation of new systems for behaviour, rewards, attendance as well as improving curriculum and curriculum delivery in Music, Maths and French.
TOTAL £319,298 currently committed	

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

Budgeted cost: £47,300

Activity	Outcomes
<p>School-Led Tutoring Our over investment in School-Led Tutoring is based on high demand from our increasingly supportive PP parents. We are taking a more targeted approach this year – supporting 90 pupils, but with significantly more sessions. £45,900</p>	<p>Provision online, through MyTuor (2424 hours delivered in 2023-24) was of mixed quality and we will be moving entirely to our own in-school (after-school and weekend) delivery of boosters and interventions based on an analysis of existing best practice in school.</p>
<p>KS4 Form time Directed Revision Many PP pupils do not enjoy the close parental support required to structure revision effectively across KS4. Together, with our 5 year homework plan, the devoting of form time sessions to well-resourced revision practice is key to enabling these pupils to embed knowledge in their long-term memory. £9000</p>	<p>By providing revision guides for all subjects to all pupils in all subjects, we have effectively poverty-proofed the revision period. By providing both the recall skills over time and the facility of form time supervised revision we have ensured that children from chaotic homes have a sustained periods of time for regular revision.</p>
<p>Staffing for Graphics, Food and Technology Make Days Specialist staff to continue to receive dedicated time with exam groups to ensure folder and ‘make’ work is completed in a timely fashion.</p>	<p>Graphics continues to be our best performing subject, whilst Technology secured positive progress and Food Science avoided a significant decline in outcomes due to staffing. Make Days continue to be an effective investment.</p>

£3000	
Thinking Reading £6000	This intervention was not pursued as we prioritised the Lexia programme and related interventions. There are no plans to do it this year.
Targeted Phonics (delivered through SEND Team) through Talisman and Lexia £1500 Accelerating the reading ages of our KS3 pupils remains a key strategy to maximise access to the whole curriculum over both key stages. This is an area of success in 2022-23 and by further increasing the scale of the intervention	Detailed planning showed no further resources were required so this allocation was unspent.
Pupil Premium Mentoring Over 30 members of staff use their non-contact time for £0	Whilst this historical programme of support continues to prove effective anecdotally, our review suggests it is necessary to re-implement a clear structured focus to these sessions to ensure that pupils receive maximum benefit. There may be a need for this to be supported by additional CPD in 2024-25.
Arnties led by Librarian (2.5 hours per week) £900	This pupil leadership role, in which PP pupils are proportionately represented, develops the skills of the Year 11 Arnties but also helps new Year 7s to quickly feel comfortable in secondary school.
Homework Support Staffing Running a fully staffed homework club until 5pm five evenings a week supports our Homework Strategy introduced in Sept 2023 £3,000	Afterschool homework club until 5pm each evening continues to be attended by between 10 and 28 pupils each evening.
Curriculum Poverty Proofing – ingredients etc Ensuring our curriculum is fully accessible to all pupils means that we provide ingredients for all pupils in Food Science. £3,000	The purchasing of ingredients ensures that participation and enjoyment in food lessons and clubs remains high which is important to encourage the understanding and skills to enjoy a healthy diet and achieve positive outcomes in Food Science external exams.
Additional TA to support weaker readers £22000	NGRT reading test results were compared for students who had targeted literacy intervention in comparison to their baseline data in September 2023. The NGRT tests were completed again in June 2024 for a comparison to be made. In year 7, 22 out of 26 pupils who have fully engaged in the programme had made expected or better than

	expected progress when comparing their previous standardised scores. In year 8, 13 out of 19 pupils had made expected or better than expected progress. In year 9, 12 out of 15 pupils had made expected or better than expected progress when comparing their previous standardised scores.
Distance Learning Platform for non-attenders due to mental health barriers £10000 Evidence from 2022-23 is that this intervention enjoyed limited effectiveness, and is being reduced from £45,000 to £10,000 as a transition to removing the strategy from our plan. Moreover, our broader range of in-school support (see-well-being strategy) is significantly reducing the number of children who feel unable to attend for mental health reasons. £10,000	As our attendance strategy, use of EWOs, mental health support, in-school support for anxiety and other interventions has been effective in reducing demand for this distance learning provision, meaning this element of our plan will not continue.
Total £47,300 currently committed	

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

Budgeted cost: £113800

Activity	Outcomes
Maintain our full-time Pathfinder worker to enable early help support for struggling families, helping to establish good routines around school engagement. £28,000	Our pathfinder worker has provided superb support for struggling families and expanded her work to include therapeutic art sessions. Feedback from Pathfinder managers is that our Pathfinder model is amongst the most impactful in Birmingham schools. This year we are looking to extend Pathfinder work by running parent sessions in a local church hall and paying a second member of staff to help run evening classes.
Rewards Budget £7,000	Pupil voice on rewards indicated that some pupils have felt that whilst the Epraise points and related rewards (such as Golden Ticket) have been popular, there has been a perception that not all teachers were consistent in allocating points and some perceived

	that fundamentals like hard work, kindness and responsibility were not always recognised. As a consequence we have introduced a new system closely inked to our new points based behaviour system, supported by Class Charts software.
Subscription EPrise and Homework Strategy £2500	We have moved away from Epraise as our rewards / homework software as part of a review of systems and software. We have now adopted Class Charts and Carousel.
Bagels A large number of our children do not have healthy breakfast routines, due to either acute financial pressures on their families or chaotic households where children get themselves to school. In addition to the limited evidence of academic evidence to this approach, we feel it is a moral imperative to ensure these £14000	Uptake of bagels fell slightly throughout 2023-24, principally because problems around supply through Magic Breakfast led to periods where we purchased alternative, less popular, products as a school (such as crumpets. We have now formed a new partnership with the National Breakfast Strategy who have asked us to be a lead-school to share the observed best practice here with other schools.
Clubs – Aspire and DofE and staffing of drama, Saturday clubs etc £5,000	Aspire continues to be a huge success, drawing in numerous employers and universities to work with our targeted pupils, in which PP pupils are proportionately represented due to the RADY uplift. DofE, despite some teething problems in last year’s Bronze expedition and a significant budget over-spend, has engaged 25% of Y9 in 2023-24 and a smaller but still significant number of Year 10s in Silver. Our SDP outlines the intention for these percentages to continue to grow.
Black History Month, Diversity Day, supporting diversity in the curriculum £2,000	A number of workshops took place, and our EDI group hs continued their awareness-raising and celebration work throughout the year, developing into a source of pupil voice and leadership and working in schools across the Trust.
Student Council £1,000	Student Council has met regularly, surveyed peers, led ‘you said, we did’ assemblies, and their work was impactful in school leadership decisions around behaviour and rewards systems.
Uniform £2,000	In addition to providing Rubery Swap Shop with a second hand uniform collection, we also used these funds to donate new uniforms to Rubery Swop Shop. The charity reports continued high demand.

<p>Trips £25,000</p>	<p>The universality of our trip days is part of poverty proofing our curriculum, building a cohesive school community, raising aspiration and building cultural capital.</p>
<p>Mental Health Support – 0.3 Senior Learning Mentor and external (£12,500) professional hours (£4000) £16,500</p>	<p>The provision of Senior Learning Mentor 0.3 has been impacted by staffing issue in 2023-24, so we increased external hours in the interim. In 2024-25 we aim to both sustain the increased external hours and appoint a new 0.3 MH SLM.</p>
<p>Behaviour and Resilience Mentoring £7,500</p>	<p>The main focus of this external provision has been on resilience and anxiety. This work has had an impact on the attendance of potential school-refusers and has contributed to our improvements in persistent absence and attendance rates.</p>
<p>Swimming £4,000</p>	<p>The provision of free-swimming lessons for children who arrive in Year 7 without basic swimming skills has continued to furnish a significant minority of Year 7 pupils with this vital life skill.</p>
<p>Part-funding of Careers Advisor Last year we employed an apprentice undertaking a Level 5 qualification and were able to subsidise the cost with the Apprenticeship Levy. However, our experience shows that an experienced and successful careers advisor will have a greater impact, so we are retaining the level of funding from this premium whilst adding to it from other budgets for this purpose. £15,000</p>	<p>We now stand at 100% (externally verified) in all our Gatsby Benchmarks. 2023-24 saw the reintroduction of Work Experience for Year, which was a huge success.</p> <p>The provision of individualised independent careers advice has led to all but 2 of our Year 11 leavers starting their college courses (98.5%), and continued support for those leavers has led to one of those two now, belatedly, starting her course of study.</p>
<p>Attendance Strategy Lead Our additional attendance staffing has started to have an impact on PP attendance which rose £35,000</p>	<p>The implementation of our attendance strategy was impacted by the departure of an experienced Assistant Head, but robust systems, appropriately staffed are in place. This resulted in attendance gains last academic year which have accelerated in the current academic year.</p>

Total - £113800	
-----------------	--

2024 Intended outcome	2024 Success criteria	Evaluation of Progress
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 -0.3 (2024)	External data shows that the PP - non/PP gap increased rather than decreased in 2024. This is despite the attainment gap narrowing in Maths, English, the Sciences, History, Geography and French. The explanation lies in unusually disappointing outcomes in a number of 'open bucket' subjects due to exceptional circumstances, with a number of these subjects having a high percentage of PP pupils (such as Health and Social Care and Sport).
Students from disadvantaged backgrounds continue to improve their performance in core subject areas.	PP En/Ma 5+ to reach 40% Sept 24	PP 5+ E&M went up by 13.6% in 2024, but remains well below our pre-pandemic PP attainment levels.
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 70% are at or above age expectation with 30% above age expectation by the end of Year 9.	By June 2023 our effective reading strategy had ensured that 74% of Year 9 were at least at age expectation with 31% 'above' or 'well above'.
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,	Over 92% of PP pupils attended at least one enrichment visit in 2022-23. 78% of PP pupils participated in our broad extra-curricular offer (up from 66% in 2021-22), with

	and Pupil Premium pupils attending an average of ten extra-curricular / booster opportunities.	average attendances rising to 18 (from 9 in 2021-22. This went up to 87% of PP pupils in 2023-24.
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.	Strong progress has been made in raising the aspiration of our PP cohort, with our targets almost reached in Triple Science and MFL and exceeded in Computer Science. Triple Science in 2023 PP / non-PP gap: 11.2% MFL in 2023 PP / non-PP gap: 12.8% Computer Science PP / non/PP gap: 4.7%
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.	109 pupil took up NTP sessions with 2424 hours of tutoring provided. The quality of tutoring, and therefore its' impact, was mixed.
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%	6% not recorded in sustained destination in latest 2021 ISDR numbers (93% sustained, 1% not captured). Our own data shows that all but one of our 2024 leavers have started college, sixth form or apprenticeship.
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.	Marginal gain in 2022-23: Unauthorised Absences PP/non-PP gap reduced by 0.2%