

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	Kings Norton Girls' School and Sixth Form
Pupils in school	1069
Proportion of disadvantaged pupils	26.02%
Pupil premium allocation this academic year	£191,000
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	September 2020
Review date	September 2021
Statement authorised by	Nicola Raggett
Pupil premium lead	Thomas Charlett
Governor lead	John Couperthwaite

Disadvantaged pupil performance overview for last academic year (2019)

Progress 8	-0.08
Ebacc entry	67%
Attainment 8	44.6
% Grade 5+ in English and maths	38%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.52	August 2021
Attainment 8	50.64	August 2021
% Grade 5+ in English and maths	63.3%	August 2021
Attendance	Improve attendance to in-line with non-disadvantaged in school	Sept 21
Ebacc entry	81.6%	August 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Extra English staff
Priority 2	Maths coach
Priority 3	5 key principles: <ol style="list-style-type: none"> 1. Create a supportive environment 2. Students understand the content 3. Maximise the opportunity to learn 4. Activate hard thinking 5. Effective use of assessment
Priority 4	High quality education delivered without disruption, even in the event of a lockdown, closure or rota system.
Barriers to learning these priorities address	Lost learning during school closure. Lower literacy and numeracy levels on entry.
Projected spending	£128,079.85

Targeted academic support for current academic year

Measure	Activity
Priority 1	English interventions including smaller class sizes
Priority 2	Maths interventions including smaller class sizes
Priority 3	Plan and implement a whole-school catch-up/ tutoring programme (will be costed and monitored separately)
Barriers to learning these priorities address	Low levels of literacy and numeracy. Inadequate access to IT and resources required to continue education and catch up with lost learning.
Projected spending	£84,314.29

Wider strategies for current academic year

Measure	Activity
Priority 1	Introducing and tracking attendance at homework club
Priority 2	Paying 100% cost of course-based resources for disadvantaged students in KS4
Priority 3	Continue to pay 50% cost of music tuition
Priority 4	Maintain effective parental engagement
Barriers to learning these priorities address	Ensures students have access to a suitable work environment and the resources necessary to carry out their study. Effective home-school communication.
Projected spending	£11,500

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Potential disruption due to coronavirus. Lack of suitable environment, IT and resources at home.	All departments to have contingency plans in place by the end of September to ensure continuity of education. Purchasing of laptops and resources to enable effective home-learning. Study spaces made available in school during P6 and holidays.
Targeted support	Ensuring wide-enough coverage without removing students from lessons. Making sure the same students are not over-whelmed with interventions.	Whole-school approach to planning interventions. Use of P6.
Wider strategies	Ensuring the right students make use of the offer of resources and study spaces. Parental engagement will be harder as all communications are remote rather than face to face.	Staff purchasing resources to ensure no disadvantaged student goes without. HoY to monitor attendance at homework club and encourage take-up where necessary. Direct tutors and teachers to prioritise disadvantaged students in their communications with parents.

Review: last year's aims and outcomes

Aim	Outcome
Narrow the progress gap	Gap remained the same but PP progress was well above national average (judging CAGs against 2019 data)
Narrow the attainment gap	Gap narrowed significantly using % achieving English and Maths at 5 or higher as the measure.
Improved PASS scores for PP students	Still require 2020 PASS scores to make a comparison.
PP proportionately represented in extra-curricular	Not achieved – will be addressed once restrictions around extra-curricular are lifted.
Improve literacy and numeracy	Evidence in March shows this was being achieved.

Appendix A: supporting evidence for last year's aims and outcomes

Aim	Outcome	Evidence
Narrow the progress gap	Gap remained the same but PP progress was well above national average (judging CAGs against 2019 data)	Evidenced by CAGs
Narrow the attainment gap	Gap narrowed significantly using % achieving English and Maths at 5 or higher as the measure.	Evidenced by CAGs
Improved PASS scores for PP students	Still require 2020 PASS scores to make a comparison.	<p><u>Dec 2019</u></p> <p>27 students: 4 exceeded, 4 achieved, 3 partially, 4 did not achieve, 12 N/A</p>
PP proportionately represented in extra-curricular	Not achieved – will be addressed once Covid-19 restrictions around extra-curricular are lifted.	<p>Trip to Houses of Parliament for Year 9 group.</p> <p>50% subsidy for music tuition.</p> <p>Y7 RE visit made free for all.</p>
Improve literacy and numeracy	Evidence in March shows this was being achieved.	<p><u>Numeracy</u></p> <p>Nov 2019: PP students making same progress as all students on numeracy benchmark tests (up by 22% from start)</p> <p><u>Breakfast club</u></p> <p>Autumn (12/25 achieved). Spring (13 students, not completed).</p> <p><u>Additional lessons</u></p> <p>Y9 x 2hrs a week, Y8 x 1hr a week. Personalised work – looking at entry level</p> <p><u>1:1 tuition</u></p> <p>6 interventions recorded in SIMS.</p> <ol style="list-style-type: none"> 1. 4 partially achieved outcomes 2. 6 partially achieved outcomes 3. 1 achieved, 5 partially achieved outcomes 4. 2 exceeded, 2 achieved, 2 partially achieved outcomes 5. 6 partially achieved outcomes 6 (Y10). 6 partially achieved outcomes <p><u>Smaller classes</u></p> <p>Y9 class, improvement in behaviour. Extra hour now has smaller classes and better differentiation due to Maths coach being used.</p> <p><u>Literacy</u></p> <p><u>Lucid comprehension. Autumn:</u></p> <p>Y9: 4 students all partially achieved outcomes.</p> <p>Y8: 5 students, 3 partially achieved outcomes, 1 exceeded, 1 did not achieve outcomes – now using Lexia instead due to limited impact of Lucid Comprehension. – Lexia requires 3 x 30 min sessions per week (for up to 50 students – bottom sets for Y8-10)</p> <p>Y11 1:1 (PMC/ SBU) – 8 students, 6 improved based on mocks and so 6 new students added to Spring intervention.</p> <p>TA support in bottom sets due to extra member of staff (possible due to extra staff member).</p>

Aim	Outcome	Evidence
		Y7 reading/ mentoring with Y12/13. 13 students (all catch-up) – started Jan 2020