

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 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	Kings Norton Girls' School and Sixth Form
Number of pupils in school (Y7-11)	810
Proportion (%) of pupil premium eligible pupils	28.77
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Nicola Raggett
Pupil premium lead	Thomas Charlett/ Samantha Lordan
Governor / Trustee lead	John Abbott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,075
Recovery premium funding allocation this academic year	£56,580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£248,655

Part A: Pupil premium strategy plan

Statement of intent

Our school mission is to open a 'world of opportunities' for all of our students. The aim of this strategy is to ensure that our disadvantaged students aspire to, and have access to, the same world of opportunities as all of our students. Fundamentally, this means having very high expectations for our students in the following areas:

- Attainment
- Progress
- Attendance
- Behaviour
- Personal Development
- Destinations

In relation to these areas we will use data and tools to diagnose specific issues or challenges and implement evidence-based, targeted interventions to seek improvements. Examples of these include:

- small group tuition
- Homework and breakfast clubs
- Reading interventions
- Aspirational mentoring and tutoring
- Pastoral intervention programmes including attendance and behaviour support
- Careers information, advice and guidance support

Additionally the strategy will aim to remove wider educational and social barriers such as access to technology and a suitable study environment, travel to school, participation in extra-curricular opportunities and school uniform.

At its core, excellent teaching and learning will drive the success of the strategy and will continue to be a major focus of the whole school development plan within which the pupil premium strategy sits. Our approach is mindful of the varied impact of educational disruption and avoids any assumptions about the impact of disadvantage. The core principles underpinning the strategy are:

- We expect all students to enjoy the same 'world of opportunities'
- We will identify and remove barriers
- We will use research and evidence to select our actions
- All staff will take responsibility for implementing the Pupil Premium Strategy

Challenges

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

Challenge number	Detail of challenge																																																	
1	<p><u>ATTAINMENT:</u></p> <ul style="list-style-type: none">GCSE Progress 8 (provisional) P8 0.68 against Disadvantaged P8 0.55. This represents a substantial closing of the progress gap and vindicates the strategy overall.For our current year 10s, gaps were closed across English, Maths and Science. Maths are closing the gaps across year 7-10.English PP P8 0.71 and mathematics 0.21 and EBAcc 0.71 show good progress for our PP studentsLooking at percentages of students achieving or being forecast to achieve 5+ in English, maths and science there are still attainment gaps in last year's 7 and 8 (English and Science), across the board in last year's Y10. The gap in GCSE 5+ for maths grew from the start of the year. However, at 4+ there was a much smaller gap (7%).Our focus for the year ahead will be improving overall attainment for 8 and 9 in English and Science and converting 4s to 5s in maths in year 11.Analysis around our National Tutoring Programme has shown a positive impact overall for the subjects' students were tutored in (using COTTAs or final GCSE grade as the measure), despite some national evidence to the contrary. Y11: +0.1, all students: +0.14. Heads of departments of these core subjects will continue to allocate pupils who they feel will benefit from this extra tuition and will continue to engage with the tutoring process and monitor pupil engagement and progress <table><tr><th colspan="7">Forecast % of cohort to achieve 5+ by the end of Year 11</th></tr><tr><th>Sept 23</th><th>English All</th><th>English PP</th><th>Maths All</th><th>Maths PP</th><th>Sci All</th><th>Sci PP</th></tr><tr><td>7</td><td>81</td><td>71</td><td>69</td><td>50</td><td>81</td><td>58</td></tr><tr><td>8</td><td>89</td><td>76</td><td>74</td><td>61</td><td>81</td><td>65</td></tr><tr><td>9 (sci is avg of 3)</td><td>89</td><td>84</td><td>72</td><td>57</td><td>80</td><td>72</td></tr><tr><td>10</td><td>84</td><td>66</td><td>72</td><td>42</td><td>75</td><td>51</td></tr><tr><td>11</td><td>89</td><td>74</td><td>64</td><td>33</td><td>72</td><td>53</td></tr></table>	Forecast % of cohort to achieve 5+ by the end of Year 11							Sept 23	English All	English PP	Maths All	Maths PP	Sci All	Sci PP	7	81	71	69	50	81	58	8	89	76	74	61	81	65	9 (sci is avg of 3)	89	84	72	57	80	72	10	84	66	72	42	75	51	11	89	74	64	33	72	53
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2	<p><u>ATTENDANCE</u></p> <p>For some year groups, gaps in regards to attendance for our PP pupils have narrowed. However, overall, attendance for PP has dipped around 3% lower than last year. Current incentive initiatives are aimed at improving this picture, further. Breakfast club has been set up each morning with the aim that more of our disadvantaged pupils will attend and remain in school due to this positive and welcoming start to the day. Phone calls were made by the pastoral team at the start of term to reach out to our students most at risk of low attendance. We have personalised home school attendance communications to reflect best practice in the DFE toolkit. In addition, as a school we have employed an education Welfare officer, who will be supporting with home visits and Section 7 attendance paper work for our low/ non-attenders. This aims to improve the support for those with persistent absence. In addition to this, we will have sessions through the organisation ‘In Unity’ which will offer students one-on-one support from a female role model, with tailored targets set and reviewed weekly. This will aim to increase resilience and in turn encourage attendance and engagement with learning. Connections with other schools to be made in order to collaborate and share good practice regarding how to best improve attendance of our most vulnerable students. Any new strategies will then be disseminated school wide and reviewed to check progress.</p> <table><tr><th colspan="3">% attendance as of July 2023</th></tr><tr><th>Year group</th><th>All students</th><th>PP students</th></tr><tr><td>7</td><td>93%</td><td>89%</td></tr><tr><td>8</td><td>93%</td><td>90%</td></tr><tr><td>9</td><td>93%</td><td>93%</td></tr><tr><td>10</td><td>90%</td><td>87%</td></tr><tr><td>11</td><td>76%</td><td>71%</td></tr><tr><td>Whole school</td><td>90%</td><td>86%</td></tr></table>	% attendance as of July 2023			Year group	All students	PP students	7	93%	89%	8	93%	90%	9	93%	93%	10	90%	87%	11	76%	71%	Whole school	90%	86%
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3	<p><u>BEHAVIOUR:</u></p> <p>When looking at data surrounding behaviour points, some behaviours for our PP pupils are relatively low in comparison to whole school. 'Forgetting homework' is one of the highest incidents of behaviour logs across school. Nonetheless, due to initiatives such as homework clubs, our most disadvantaged pupils are offered support and a quiet place to engage in the homework, massively reducing such logs. Across the school, arriving late to school is the type of behaviour receiving the most behaviour logs. Ensuring all pupil premium students have a clear understanding of our norms and routines and can manage their own emotions will be a continued focus going forward for our most disadvantaged pupils. The new school behaviour policy will aim to reduce these numbers significantly. Some of our PP pupils will also have access to a student social worker who will act as one on one support with a focus on improving both pupil wellbeing, behaviour and attendance. There will also be group sessions through the In-Unity organisation which will aim to help pupils self-regulate in the class room. Such focuses will be on self-esteem building and anger management.</p> <table><tr><th colspan="3">Behaviour logs as of July 2023</th></tr><tr><th>Year Group</th><th>All students</th><th>PP students</th></tr><tr><td>Y7</td><td>998</td><td>646</td></tr><tr><td>Y8</td><td>2349</td><td>1465</td></tr><tr><td>Y9</td><td>1740</td><td>1014</td></tr><tr><td>Y10</td><td>2207</td><td>1495</td></tr><tr><td>Y11</td><td>1332</td><td>712</td></tr></table>	Behaviour logs as of July 2023			Year Group	All students	PP students	Y7	998	646	Y8	2349	1465	Y9	1740	1014	Y10	2207	1495	Y11	1332	712
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4	<p><u>LITERACY AND NUMERACY:</u> Current Year 8: 70% improved Reading SAS and reading age 40% are no longer in bottom 20% nationally 60% still bottom 20% nationally - will have further reading support 30% lower SAS - will require further intervention and diagnostic assessment Year 9, 10 and 11 reading assessments to be arranged Creating resources which best support all of our pupils has been and will continue to be a focus of whole staff CPD. Staff training will be centred around offering strategies to help our most disadvantaged learners understand vocabulary important to help them engage fully in their learning.</p> <p><u>NUMERACY:</u> We started the year with 39 students "not secondary-ready". 17 are now secondary-ready (achieved a 4+ on their COTTA). Of the remaining 2 have left, and 1 is not attending school. This leaves 19 students. Of these, 5 have made progress, indicated by maintaining the same COTTA over the year, whilst 9 have made exceptional progress which has seen their COTTA increase. The remaining 5 include 2 students who have very slightly slipped, two whose behaviour has significantly hampered their progress and 1 who did not have COTTA data at the start of the year.</p> <p>In the new year 7 cohort, 38 students are not secondary ready. These are split into three groups, initially by scaled score but then adjusted based on the professional judgement of teachers, the maths coach, the progress champion and faculty lead. The lowest attainers include 8 students, who will be given KS2 booster style lessons in a small nurture group to encourage their quick progress and to offer more one on one support. 13 students will be invited to attend weekly breakfast club to</p>

	<p>supplement their learning. In addition, they are taught in a smaller group, (18 or 19 students) for their regular lessons, with a mixture of KS2 and KS3 content. The final group are higher attainers but still not secondary ready and they will be targeted for additional support/questioning in class, and their teachers are aware of the need to nudge them over the secondary ready threshold. Four students from this group have performed well and are in higher sets. This will be reviewed at the first data capture.</p>
Review Jan 2024	
Review May 2024	
Review Sept 2024	
5	<p><u>SCHOOL BEYOND THE CLASSROOM (including wellbeing)</u></p> <p>Many of our pupil premium students have had access to wider opportunities.</p> <ul style="list-style-type: none"> • There has been an increase in engagement in extra-curricular, particularly for the younger years. This needs to be maintained and replicated across older year groups • University students through the Aim Higher Scheme have mentored 12 of our Year 9s and helped increase their understanding of their future opportunities, with all 12 of these pupils stating that after the mentoring they had a clear idea on what they would like to do at post 16. This mentoring will continue this school term and will involve 5 year 9s and 5-year 8s. Heads of year have helped to select pupils who will benefit. This will be reviewed at the end of the Christmas term • There have been many school trips targeting some of our pupil premium pupils, offering university experience and helping to develop a variety of skills for these pupils. A group of our year 9s gained both university experience and top tips for their Key Stage 3 and 4 studies through a visit to 2 local universities. The Pioneer trip taught many of our year 8 pupils both team work skills and independence involved much of our pupil premium cohort. This focus of ensuring our Pupil Premium pupils are considered and

	<p>prioritised when organising such trips will continue and be encouraged through whole staff newsletter</p> <ul style="list-style-type: none"> The Scholars Programme has been used at Kings Norton Girls' School to target disadvantaged high prior attainers as evidence shows that these students are especially at risk of underachievement nationally. As a supra-curricular intervention, The Scholars Programme develops outcomes that are important for raising students' attainment, including subject knowledge, critical thinking and written communication. On The Scholars Programme this term, 6 students were eligible for Pupil Premium. Their average attendance was 86 %, which means they received 36 hours of tutoring from a PhD researcher. Of these students, 2 achieved a 1st and 3 received a 2:1. Full impact report here: O:\Subjects\Pupil Premium\Brilliant Club\The Scholars Programme - Impact Report - Kings Norton Girls' School - Autumn 2022-23 .pdf We've now recruited over 20 sixth form well-being ambassadors who are supporting our Year 8 pupils, particularly our disadvantaged pupils to give their support and advice surrounding their wellbeing. They have all had safe guarding training for this and form tutors and head of year will monitor the impact of this mentoring and keep selecting pupils who they feel will benefit from such advice Both the organisation of 'In Unity' and the student social worker will offer some of our vulnerable pupils personalised targets and advice to help them manage their wellbeing and to encourage resilience
Review Jan 2024	
Review May 2024	
Review Sept 2024	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for disadvantaged students across the curriculum at the end of KS4, with a particular focus on 5+ in English, maths and science.	By the end of the current plan in 2023/24 the percentage of students achieving 4+, 5+ and 7+ in English, Maths and Science should be in line with all pupils. Each year of the plan should see an improvement on the previous year (a closing of the gap).
Improved attendance for all, with a higher rate of improvement for disadvantaged students.	Attendance should be improving in each year of the plan with the gap closing. By the

	<p>end of the current plan in 2023/24 there should be no gaps in attendance between disadvantaged students and all students and attendance should be at least 96%. In this year of the plan there should be a quicker rate of improvement in Years 9-11.</p>
<p>Excellent destinations for all with improvements for disadvantaged students.</p>	<p>By the end of the current plan in 2023/24 there should be proportionate representation in our own sixth form (30% of internal cohort). Each year of the current plan should see progress towards that.</p> <p>There should be no gap in the proportion of students studying at level 3.</p> <p>There should be no NEETS, with all students placed on an appropriate post-16 course.</p>
<p>All students are involved in personal development opportunities beyond the classroom, with disadvantaged students making full use of these opportunities.</p>	<p>By the end of the current plan in 2023/24 there should be proportionate representation across all year groups in extra-curricular activities, such as trips, visits, work experience, enrichment and leadership. In this first year of the plan we will re-establish a wide-ranging extra-curricular programme and track participation. We should aim to have high take-up (~30% representation) of targeted educational visits and activities by disadvantaged students in Years 7 and 8. We will ensure full participation in trips and experiences where a whole year-group is invited.</p>
<p>Behaviour is excellent and always enables the best possible learning.</p>	<p>Staff will consistently enforce our norms and routines. This will be evidenced by learning walks and lesson observations. Behaviour logs will reduce each year and, by the end of the current plan, disadvantaged students will not account for a disproportionate number of logs. In this year of the plan there will need to be a particular narrowing of that gap in Years 8 and 9. Praise will significantly outweigh behaviour logs and disadvantaged students will be at least proportionately praised.</p>
<p>Improved literacy and numeracy for students who were below the expected standard when they started in Year 7.</p>	<p>We will use a range of approaches to intervene and evaluate progress. The main approaches and measures will be IDL and reading ages. Whole-staff CPD on adaptive teaching and making reading materials accessible.</p>

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: £178k

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and Maths staffing. Reducing class sizes and creating capacity for coaching. (£49.3k)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size The average impact for reducing class size is around 1-month additional progress over the course of an academic year. When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.	1,4
CPD (£35k) Explicit training and faculty time to develop strategies in relation to the KNGS way document. Employment of Pupil Premium Lead Teacher to lead staff development on teaching and learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.	1,2 3, 4, 5
SEN staffing, inc. Teaching Assistants (£48.5k)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions On average, individualised instruction approaches have an impact of 4 months' additional progress. Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement.	1-5

	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	
Pastoral and leadership/admin staffing (£80.2k)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>*see below for further evidence of behaviour interventions</p>	1-3, 5

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

Budgeted cost: £47k

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group (1:3) tutoring via the National Tutor Programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	1, 4, 5
Breakfast Clubs: Maths – Y7 and English - Y8	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. In addition to providing academic support,</p>	1, 4, 5

	some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.	
<p>Staff training on teaching reading</p> <p>Reading buddies (NGRT Reading Test): Year 7 and 6th form</p> <p>Whole school literacy plan</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school?s=09</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. A key finding from the OFSTED reading research indicates that whole staff training in the teaching of reading is essential in improving students' reading ages and comprehension.</p>	1, 4, 5
Homework Clubs: selected students in Y7-9 and for all in Y10-11	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <ol style="list-style-type: none"> 1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. 2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). 	1, 4, 5
<p>A range of SEN interventions:</p> <p>Precision teaching</p> <p>Reading buddies</p> <p>Communication Skills "Talk Around Myself"</p> <p>In Class Support</p> <p>Literacy Support</p> <p>LSA one to one support</p> <p>Reading for Meaning</p> <p>Social, Emotional and Study Support</p> <p>The Power of Two</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>The average impact of successful SEL (Social emotional learning) interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	1-5
Behaviour interventions: structured programmes run	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2, 3, 5

by the pastoral team. Whole-school approach to norms and routines.	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective.	
Attendance interventions and alternative provision: early interventions, attendance success plans and fast-track	Applying the DFE Improving School Attendance guidance. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1-5

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arts and sports and extra-curricular participation: Continue programme of clubs and activities. Subsidised trips, visits and resources: 50% subsidy for all costed trips and resources. Make sure whole year-group activities are cost-free.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance, the acquisition of cultural capital. And wider personal development. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	1, 2, 3, 5

Parental engagement: establish a parent/ carer focus group	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is some evidence that personalised messages linked to learning can promote positive interactions.	1, 2, 3
Aspiration raising: Forward Thinking, Brilliant Club – Scholars Programme, Aim-Higher mentoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF toolkit has 'unclear' evidence on this but say approaches linked to gains in attainment almost always have a significant academic component, Scholars programme evidence: the impact report showed a positive effect on knowledge of university preparation and improvements in writing, subject knowledge and critical thinking. Forward Thinking evidence: Over the many years we have participated in the this programme we have observed participants regularly progressing onto Level 3 education post-16. On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.	1, 2, 3, 4, 5
PASS survey and interventions.	See evidence above on social and emotional learning. The PASS survey will be completed. The results will give us a more accurate picture of overall wellbeing and allow us to implement interventions at a whole-school and individual level.	2, 3,5

Total budgeted cost: £13,000

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.

Attainment: In regards to attainment, our GCSE Progress 8 (provisional) P8 0.68 against Disadvantaged P8 0.55. This represents a substantial closing of the progress gap and vindicates the strategy overall.

Focus for the year ahead would be year 8 and 9 in English and Science and converting 4s to 5s in maths in year 11.

For our current year 10s, gaps were closed across English, Maths and Science.

Maths are closing the gaps across year 7-10.

The analysis of the National Tutoring Programme has shown a positive impact overall for the subjects students were tutored in. Y11: +0.1, all students: +0.14. We have continued to use My Tutor to maximise capacity. 144 pupils attended tutoring sessions.

Attendance: Overall, attendance for PP has dipped lower than last year. However, the gap in year 9 attendance has significantly narrowed for our PP pupils. The gap in Year 7, 8 and 11 has widened. Current incentive initiatives are aimed at improving this picture, further. Breakfast club has been set up each morning in the hopes that more of our disadvantaged pupils will attend and remain in school due to this positive and welcoming start to the day. Phone calls were made by the pastoral team at the start of term to reach out to our students most at risk of low attendance. We have personalised home school attendance communications to reflect best practice in the DFE toolkit.

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance>

Behaviour: PP strategy initiatives around homework have proved successful as PP students have proportionately fewer logs for missed homework. This is due to initiatives such as homework club targeting our PP students. Our PP students continue to receive proportionately more behaviour logs. The new school behaviour policy will aim to reduce these numbers significantly.

Literacy: The data shows that significant progress has been made with students who have below the expected reading age. Work is ongoing with those students who have not made progress, including assessments into any additional learning needs. One Page Profiles have been updated and there has been CPD focusing on increasing the accessibility of reading materials. We will continue to invest in diagnostic testing and re-testing to measure progress in reading ages.

Numeracy: We started the year with 39 students "not secondary-ready". 17 are now secondary-ready (achieved a 4+ on their COTTA). Of the remaining 2 have left, and 1 is not attending school. This leaves 19 students. Of these, 5 have made progress, indicated by maintaining the same COTTA over the year, whilst 9 have made exceptional progress which has seen their COTTA increase.

School beyond the classroom

Many of our pupil premium students have had access to wider opportunities. For example, a group of our year 9s gained both university experience and top tips for their KS3 and 4 studies through a visit to 2 local universities. The Pioneer trip, which taught many of our year 8 pupils both team work skills and independence involved much of our pupil premium cohort.

The Scholars Programme has been used at Kings Norton Girls' School to target disadvantaged high prior attainers as evidence shows that these students are especially at risk of underachievement nationally. As a supra-curricular intervention, The Scholars Programme develops outcomes that are important for raising students' attainment, including subject knowledge, critical thinking and written communication. On The Scholars Programme this term, 6 students were eligible for Pupil Premium. Their average attendance was 86 %, which means they received 36 hours of tutoring from a PhD researcher. Of these students, 2 achieved a 1st and 3 received a 2:1. Full impact report here: <O:\Subjects\Pupil Premium\Brilliant Club\The Scholars Programme - Impact Report - Kings Norton Girls' School - Autumn 2022-23 .pdf>

We've now recruited over 20 sixth form well-being ambassadors.

Trips, visits and residentials continue to be planned to maximise opportunities for PP students, including the allocation of an additional £10,000 from school fund to subsidise places.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Scholars Programme	The Brilliant Club
GCSE Pod	GCSE Pod
School Cloud: Parents' Evening	School Cloud
InUnity mentoring	InUnity