

Pupil premium strategy statement - Kings Norton Girls' School and Sixth Form

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school (Yrs 7-11)	808
Proportion (%) of pupil premium eligible students	29.7%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Nicola Raggett
Pupil premium lead	TBC
Governor / Trustee lead	John Abbott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,350.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£217,350.00

Part A: Pupil premium strategy plan

Statement of intent

Our school is committed to providing a 'world of opportunities' for every student. This strategy aims to ensure that disadvantaged students have access to the same opportunities as their peers, identifying and addressing barriers within the following areas:

- Academic Achievement
- Progress
- Attendance
- Behaviour
- Personal Development

At the core of our approach is a commitment to high-quality teaching and learning and the pupil premium strategy. We recognize the varied impact of educational disruption and avoid assumptions about disadvantage.

The guiding principles of the strategy are:

- Proactive identification and removal of barriers
- Equal opportunities and uptake of opportunities for all students
- Evidence-based actions
- Work with all stakeholders to monitor and evaluate intent and implementation of the Pupil Premium Strategy

We will use data and evidence-based tools to identify challenges, plan and implement targeted interventions, evaluating and adapting actions where needed to drive improvement. Along with the focus on academic achievement, we use a range of other actions such as small group interventions for reading, maths, attendance, behaviour and careers guidance.

The strategy also addresses broader barriers, such as access to technology, a suitable study environment, transportation, extracurricular participation, and school uniforms.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment</p> <p>Although disadvantaged students at KNGS achieve above national averages, both our ongoing internal and national data shows that disadvantaged students generally have lower attainment at grades 4+, 5+ and 7+ in English, Maths and Science than non-disadvantaged students at KNGS. Although there has been some improvement in recent years, this has the potential to limit the range and access to level 3 courses at post-16 and in later life.</p> <p>Our gap decreased significantly in 2023 to 0.12 but rose once again in 2024. Consequently, the focus must once again be in English, Maths and Science at both Key Stage 3 and 4.</p>
2	<p>Attendance</p> <p>Our DfE and internal SIMS attendance data over the last three years has shown that attendance for disadvantaged students is lower than for all students. Although attendance was above the national average for all students 2023-24, the attendance of pupil premium students, according to SIMS, is 4.97% lower than non-PP at KNGS. In addition, a greater proportion of the persistent absentees continue to be pupil premium students.</p> <p>In 2024-25, there are 29 PP students, during the first half of the autumn term with less than 90% attendance. Attendance continues to be an ongoing concern in our context and nationally, although attendance figures show that we are better placed than where we were this time last year. Identified barriers to attendance can relate to poverty including need for school uniform and transport.</p>
3	<p>Literacy and Numeracy</p> <p>Our assessments and data show that reading in all its forms, along with numeracy is an area where disadvantaged students have been impacted more during and after the pandemic. These findings are mirrored in national studies. Although we support, then re-test students who are not secondary ready in reading (9 PP students), after they join our school, some remain below average. In reading, by Year 8 although most students improve, some remain in the bottom 20% of readers.</p> <p>In maths, of the 2023-2024 Year 7 cohort, 14 of the 38 students who were not secondary ready were eligible for pupil premium. Of these 14 students, 6 did not make sufficient additional progress by Year 8. Numeracy is improved for 57% of these students. However, improving literacy and numeracy remain a key focus not only in Year 7 but moving through the school too.</p>
4	<p>Behaviour for Learning</p> <p>Observations and behaviour for learning data show that disadvantaged students lack the self-regulation and metacognitive strategies seen by non-disadvantaged peers. The lack of homework is seen in behaviour data and this impacts on the learning of students when homework is used for consolidation of learning. This in turn, impacts on academic outcomes and self-efficacy.</p>

Challenge number	Detail of challenge
	Improving the self -regulation of disadvantaged students is key to improving their ability to benefit from a world of opportunities.
5	<p>School Beyond the Classroom (including wellbeing)</p> <p>Wider opportunities such as benefitting from extra-curricular opportunities are well documented to increase a young person’s confidence, ability to interact and extend make the most of opportunities in school and in life. The pandemic increased the incidence of SEMH difficulties for some students and disadvantaged students have been disproportionately affected.</p> <p>Consequently, the challenge is to support SEMH difficulties whilst helping disadvantaged students to benefit from all aspects of school life in order to improve wellbeing via extracurricular engagement.</p>

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
<p>1. Attainment</p> <p>Improved attainment for disadvantaged students across the curriculum at the end of KS4, with a particular focus on 5+ in English, maths and science.</p>	<p>By the end of the current plan in 2024/25 the percentage of students achieving 4+, 5+ and 7+ in English, Maths and Science should be in line with all students. Although the gap widened this year this should not be seen as a trend. This year we aim to see an improvement on the previous year and a closing of the gap once again.</p>
<p>2. Attendance</p> <p>Improved attendance for all, with a higher rate of improvement for disadvantaged students.</p>	<p>Attendance should be improving in each year of the plan with the gap closing. By the end of the current plan in 2024/2025 there should be reduced gaps in attendance between disadvantaged students and all students and attendance of disadvantaged students should be approaching that of all students nationally.</p>
<p>3. Literacy and Numeracy</p> <p>Improved literacy and numeracy for students who were below the expected standard when they started in Year 7.</p>	<p>Reading should improve for all disadvantaged students. Reading is a key aspect of the school’s development plan and observations will show increased confidence in reading, comprehension, oracy and reading for pleasure. By year 8, all students should improve their reading score with almost all reaching expected levels.</p> <p>Numeracy should continue to improve for all disadvantaged students and for those who enter the school not secondary ready.</p>
<p>4. Behaviour for Learning</p>	<p>Staff will consistently enforce our norms and routines, build on self-regulation and metacognitive skills. This will be evidenced by learning walks and lesson observations. With greater self-regulation, behaviour logs will reduce and by</p>

Intended outcome	Success criteria
Behaviour is excellent and always enables the best possible learning.	the end of the academic year, disadvantaged students will not account for a disproportionate number of logs. Praise will significantly outweigh behaviour logs and disadvantaged students will be at least proportionately praised.
5. School Beyond the Classroom including improved wellbeing and excellent destinations for all with improvements for disadvantaged students.	By the end this academic year representation across all year groups in extra-curricular activities, such as visits, work experience, enrichment and leadership will be proportionate to the wider school. We 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 visits and experiences where a whole year-group is invited. In 2025 there should be proportionate representation in our own sixth form (30% of internal cohort) and high-quality destinations for all disadvantaged students.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,556.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional capacity for teaching English, maths and science	Increase teaching capacity in English, Science and Maths with a view to increasing the attainment of disadvantaged students. High quality teaching is key to attainment Improving Secondary Science EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1
Additional capacity to analyse attendance attainment and target underachievement more effectively	Effective analysis of data allows faster identification of those students who are not achieving well or attending. This in turn allows faster intervention to improve attendance or put in place time-limited interventions for these students. Better analysis of groups, trends and	1,2,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>individuals will allow a more effective approach to addressing barriers.</p> <p>Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</p> <p>Supporting attendance EEF (educationendowmentfoundation.org.uk)</p>	
Recruitment of post for teaching and learning	<p>High quality and effective feedback builds learning and addresses misconception. Disadvantaged students benefit from this disproportionately as they are less likely to be confident in their own independent assessments and work</p> <p>Teacher Feedback to Improve Student Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 5

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

Budgeted cost: £ 56,601.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Clubs: MathsY7	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <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, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills.</p>	1, 3, 4, 5
<p>Staff training on teaching reading</p> <p>Reading buddies (NGRT Reading Test): Year 7 and 6th form</p> <p>Whole school Literacy and reading Focus</p>	<p>Reading, in all its facets is key to accessing the curriculum and for success in later life. Timely intervention means that students will not fall further behind and can make the progress seen by non-disadvantaged peer.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school?s=09</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</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 students' 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, 3, 4,
SEMH interventions including employment of SALT and mental health nurse	<p>The pandemic increased the prevalence of poor SEMH. This has been seen widely in our school. Consequently, addressing this barrier is key. Clear routines in school can support this along with one to one and small group structured interventions.</p>	2,4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Modelling social and Emotional Learning: promoting protective... EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Department for Education (publishing.service.gov.uk)	

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

Budgeted cost: £ 70,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>There are wider benefits from regular physical activity are that of physical development, health and wellbeing. This also includes other potential benefits such as improved attendance, the acquisition of cultural capital along with wider personal development.</p> <p>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.</p>	1, 2, 3, 5
<p>Parental engagement: establish a parent/carer focus group</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>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.</p>	1, 2, 3
<p>Behaviour interventions: structured programmes run by the pastoral team.</p>	<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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 students' cognitive and social skills are both effective.	
Homework club	Offer our most disadvantaged students support and a quiet place to engage in homework, with access to technology and to help where appropriate. We will ensure pupil premium students have a clear understanding of our norms and routines, can manage their own emotions and are increasingly confident with metacognitive understanding. This is a continued focus group for heads of year in supporting our most disadvantaged students	1, 2, 3, 4, 5
Increase of SEND team	<p>The increase of SEMH need since the pandemic has been documented and the importance of good mental health in schools is seen in Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)</p> <p>In addition, having an identified SEMH need makes students twice as likely to be eligible for FSM and the attainment gap between students with SEND and their peers is, nationally, twice as big as that for those with FSM and peers.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
Support for attendance interventions	<p>The links between attendance, behaviour and outcomes is widely documented. The additional support is used to build effective communication with family and diagnose specific need.</p> <p>Supporting attendance EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting attendance EEF (educationendowmentfoundation.org.uk)</p>	2

Total budgeted cost: £ 217,350

Part B: Review of the previous academic year

Outcomes for disadvantaged students

2024

PP A8 of 46.93 (A8 for all 57.7)

English & maths grade 4+/5+ was 56%/41%

EBacc grade at 4+/5+ was 43.6%/23.1%

2023

PP A8 of 49.48 (A8 for all 57.96) PP P8 of 0.54 (P8 for all 0.67)

English & maths grade 4+/5+ was 75%/35% where for national non PP was 73%/52%

EBacc average point score was 4.62 where for national non PP was 4.44

EBacc grade at 4+/5+ was 38%/25% where national non PP was 29%/20%

Although, according to the DfE data, overall attendance last year for FSM was 91% and lower than for non-FSM by 3.5%, it was only 2.6% below the average for all secondary students nationally. Attendance remains a key focus of the current plan with the aim of both improving attendance of PP students overall and reducing persistent and severe absence further

The focus on SEMH had a positive impact on PP students, completing programmes of study, examinations and gaining the qualifications to go on to appropriate post-16 courses. 98% of the cohort last year stayed in education or appropriate training. It is important to ensure this is once again 100%.

Personal contact home and interventions from pastoral and SEN team helped attendance and attainment of those at risk of persistent and severe absence.

Significant progress was made by students who had below expected reading age. By Year 8, 70% had improved reading SAS and 40% are no longer in the bottom 20% nationally. This remains a focus to ensure prompt diagnosis and intervention. This is now repeated higher up the school to diagnose those who do not make continued expected progress in reading. The numeracy interventions resulted in improvement for the 38 students who enter not secondary ready. By year 8, of those PP students, 57% have made increased progress with 29% still not on track to achieve expected standards. Increased and wider testing in Years 8-11 have enabled continuing literacy/numeracy focussed intervention.

Our observations and assessment demonstrated that the needs of wellbeing were greater after COVID related issues and changes to curriculum, enrichments programmes and targeted support by the SEN and pastoral team have had positive impact where 100% of Year 7 engaged in extracurricular and leadership opportunities. It remains part of the PP strategy to retain the engagement and wellbeing of these student whilst expanding the engagement for older year group.

Externally provided programmes

Programme	Provider
The Scholars Programme	The Brilliant Club
GCSE Pod	GCSE Pod
Online parents evenings	SchoolCloud
InUnity mentoring	InUnity
RSPCA Wild Things programme	RSPCA
Aim Higher	Aim Higher

Further information (optional)

Having 'opening a world of opportunities' as the school vision means that we frequently review and evaluate current actions in order to understand how far we not only open the world of opportunities for all students but how far we give the disadvantaged students the skills, qualifications, attitudes to take up those opportunities both in school and in wider life after school.

As part of this culture, each term, reviews look at each key aspect of school provision including the curriculum intent, implementation and impact, behaviour and attitudes, personal development and the leadership of all areas. Evaluation of activities make best use of research, guidance and evidence from the EEF, DfE and in partnership with our local schools who work in similar contexts.

Middle leaders consider their own reviews to examine the impact of activities on disadvantaged students, regularly using senior leaders of the school to verify evaluation activities and discuss or plan next steps. This is a key part of the work of the school to improve the outcomes of disadvantaged students via the EEF three tier plan which targets teaching and learning, one to one and small group interventions and wider activities such as extra-curricular engagement.

The school uses a very wide range of strategies to ensure that disadvantaged students flourish within the time they are at school and are able to take up the opportunities of later life. Additional activities are distributed throughout school life and include areas such as the following:

- Use of 'the KNGS Way' which gives clarity and guidance to staff on what is expected for by staff and students in teaching and learning, pastoral support and wider school life and this is focussed to benefit disadvantaged students.
- The understanding that self-review is key and the use of evaluation as a key tool to ensure that programmes are effective for the local context. Progress and changing needs of students in all aspects of school and external barriers affecting disadvantaged students are evaluated to ensure timely intervention.
- We focus on understanding the whole child and possible barriers including in supporting their wellbeing, character education and wider development.
- Professional development is used extensively to ensure that all staff are aware of latest evidence-based approaches in ensuring progress in their area and in supporting PP students more widely.