Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 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	Nottingham Girls' Academy
Number of pupils in school	798 CSA
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023-26
Date this statement was published	31 December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	D Tungate
Pupil premium lead	J Mora
Governor / Trustee lead	Robert Sloan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,449
Recovery premium funding allocation this academic year	£85,285
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£405,734

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all pupils, irrespective of their background or the challenges they face, make excellent progress, achieving well across the taught curriculum and having access to a rich and varied wider curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve as well as their peers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We will look closely at the subgroups of students within the disadvantaged banner, in order to better understand how we can support each individual student to achieve as well as their peers.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our wider strategy is also integral to wider school plans for education recovery, including targeted support through the National Tutoring Programme, and school led tutoring, for pupils whose education has been worst affected, prioritising disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 Achievement	Disadvantaged pupils (particularly those at AP or with significant safeguarding concerns) make less progress than their non-disadvantaged peers in the academy.
2 Achievement	Disadvantaged pupils (particularly those with high prior attainment) attain less well than their non-disadvantaged peers in the academy.
3 Achievement	Disadvantaged pupils are less likely to study the EBacc
4 Achievement	All pupils have suffered disruption to their education due to the pandemic. We are seeing the longer term educational effects of this continuing to affect disadvantaged learners more than their peers, as students come through from the primary setting. Recovery is therefore still needed for some pupils in some subjects.
5 Attendance	Disadvantaged pupils attend less well than their non-disadvantaged peers in the academy.
6 Literacy	Disadvantaged pupils are more likely to have reading ages lower than their chronological age when they enter the academy.
7 Wider curriculum	Disadvantaged pupils are less likely to participate in activities that develop cultural capital. All pupils have had fewer opportunities for engagement in additional activities including sporting and performing arts activities and travel, reducing cultural capital development for all.
8 Behaviour	Disadvantaged students are more likely to be suspended than their peers

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
1	A reduction to the in-school gap between disadvantaged and non-disadvantaged pupils whilst progress for all has increased. Increased progress for disadvantaged pupils with high prior attainment.	Progress 8 is higher than the national average for non-disadvantaged pupils. Progress 8 and attainment for all pupils continues to be above national average. Disadvantaged high prior attaining students will achieve: A progress score of above 0.00 in 2024 A progress score of within 0.3 of their non-disadvantaged peers in 2025 A progress score of within 0.2 of their non-disadvantaged peers in 2026
2	Increased attainment of disadvantaged pupils, including a reduction to the	In school target for all students for 22/23: 75% achieve Basics 4+

	in-school gap between disadvantaged and non-disadvantaged pupils achieving 4+, 5+ and 7+ in both Maths and English.	55% achieve Basics 5+ 20% achieve Basics 7+ By 2026, disadvantaged students should achieve these basics targets.
3	An increase the proportion of disadvantaged pupils entered for the EBacc.	Maintain at higher than national average for non-disadvantaged pupils and decrease the in-school gap between disadvantaged and non-disadvantaged peers. All students able to access a home languages exam are supported to do so.
4	All students are able to access the curriculum in line with their peers.	Curriculum plans are reviewed and revised regularly to ensure content is revisited. Adaptive teaching is planned for and embedded within the curriculum. Strategies that disproportionately advantage dis-advantaged pupils are implemented.
5	A reduction to the in-school gap for attendance between disadvantaged and non-disadvantaged pupils.	Maintain at higher than national average for non-disadvantaged pupils and decrease the in-school gap between disadvantaged and non-disadvantaged peers.
6	Effective intervention and whole school literacy have reduced the number of pupils whose reading age is below their chronological age by the start of KS4.	Reading comprehension tests demonstrate that the proportion of pupils with a reading age of at least their chronological age has increased from entry to the end of KS3. Teachers find that student use of wider and more technical language improves. Rigorous and regular reading homework across all department leads to a culture of reading.
7	Disadvantaged pupils regularly participate in activities that develop cultural capital.	Equal proportions of disadvantaged and non-disadvantaged pupils participate in activities, trips, and extra-curricular activities
8	A reduction to the in-school gap for suspensions between disadvantaged and non-disadvantaged pupils.	An overall reduction in whole school suspensions leads to a reduced gap between suspensions of disadvantaged students and their non-disadvantaged peers.

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: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using data to raise aspiration and improve adaptive teaching, feedback, intervention, and curriculum flexibility in response to assessment. QA activity is informed by data analysis and is responsive to the changing needs of the cohort. Assessment will help identify areas for recovery for individual pupils in individual subjects. Weekly pupil voice activity informs the development of inclusive teaching strategies for individuals and groups of students.	EEF research provides extensive evidence that high quality feedback can improve progress by up to 6 months.	1, 2, 3, 4, 6
Using CPD to develop mastery in the elements of the NGA Way – with particular reference to how it can support the effective teaching of disadvantaged pupils, HAPs and literacy. Extensive developments in the behaviour policy and the introduction of the NGA way for behaviour enables high quality teaching to be delivered without disruption. The development of 'The Bridge' to understand and build strategies for the increasing number of students with SEMH enables students to remain in class and access their curriculum successfully.	A Sutton trust report states that 'the most rigorous academic papers find consistent and significant results: having a very effective, rather than an average teacher raises each pupil's attainment by a third of a GCSE grade.	1, 2, 3, 4, 6, 8

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

Budgeted cost: £190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional tutoring (including peer tutoring) for disadvantaged pupils that are underachieving. Catch-up tutoring through remote tuition will be used to support individuals catching up – particularly in core subjects. Revision resources will be provided to all disadvantaged students who need them. Targetted support on using these resources effectively will also be provided. Key stage 4 students will receive weekly exam and revision skills workshops in English and Maths and in revision skills. The Bridge provides bespoke support for the hardest to reach pupils that enables them to feel included and enabled to access their curriculum with the right support in place, rather than the alternative punitive route.	EEF research provides moderate evidence that small group tuition can improve progress by up to 4 months and extensive evidence that peer tutoring can improve progress by up to 5 months. Numeracy and literacy have been highlighted by students and parents of disadvantaged families as a key area in which they would benefit from additional support. Pupils and parents also highlighted that support with independent study skills and resources was an area that additional support would be welcome.	1, 2, 3, 4, 6
Further development of reading comprehension ability at Key Stage 3. Literacy interventions at key stage 3: 1. Bespoke lessons for those with the weakest literacy skills. 2. Development of in-class strategies to support all students whose literacy	EEF research provides extensive evidence that reading comprehension strategies can improve progress by up to 6 months. Literacy has been highlighted by students and parents of disadvantaged families as a key area in which they would benefit from additional support.	6

skills are below national expected levels. 3. Individual interventions for any student whose reading age drops or does not improve. Nurture group in year 7 for all mainstream subjects with a primary literacy specialist teaching the English curriculum. Training on the NGA Way to promote techniques to explicitly develop reading. Encourage reading for pleasure across the school, clubs and promotions. Tutor time literacy booklets develop fluency in literacy.		

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

Budgeted cost: £45,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing current systems (including rewards and sanctions) to target attendance of disadvantaged pupils. Introduction of the NGA way for Behaviour aligns behaviour and academic expectations and rigour.	DfE research found that pupils with no absence are 2.2 times more likely to achieve 5 or more GCSEs or equivalent at grades 9-4 including English and mathematics and 4.7 times more likely to achieve the English Baccalaureate than pupils missing 10-15 per cent of KS4 sessions. Parent voice suggests that rewards will incentivise attendance.	5, 8
Improve opportunities to participate in curriculum enrichment activities and extra-curricular activities for all pupils (with an additional focus on disadvantaged pupils).	EEF research provides moderate evidence that participation in the arts can improve progress by up to 3 months. Parents and pupils of disadvantaged families highlighted the affordability of enrichment activities as a barrier to achievement.	7

Total budgeted cost: £405,734

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 2022 to 2023 academic year.

2023 outcomes have highlighted the increased impact of the pandemic on our disadvantaged cohort, especially those with complex behaviour and safeguarding needs, and those with poor attendance, particularly across the EBacc suit of subjects. Attainment of the Basics 7+, 5+ and 4+ match are areas of continued concern.

There has been a significant reduction to the progress gap between disadvantaged learners and their peers compared with 21/22 results having implemented the agreed strategies and interventions last academic year, with 22/23 predictions forecasting a further reduction to the progress gap.

As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils. The impact was particularly acute for a small number of disadvantaged pupils who were unable to fully access the mainstream curriculum either completely or partially leading to an inability to access content of the public examinations in the summer.

Our commitment to inclusion and maintaining learners with sometimes extreme SEMH and challenging behaviours on our roll in order to give them the best life chances moving forwards, meant that the outcomes we aimed to achieve in our previous strategy by the end of 2022 were therefore not fully realised. A full review of the disadvantaged cohort analysed by subgroups will help break this down and plan for next year.

Although overall attendance in 2022/23 was lower than pre-pandemic figures, it was well above the national average for the year. However, the attendance of exam groups was significantly lower than that of other year groups in the school. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4% higher than their peers and persistent absence 17.5% higher. These gaps are larger than in previous years, particularly for students who are persistently absent, which is why attendance is a key focus of our current plan.

Our assessments demonstrated that the pandemic has had what now appears to be a long term or permanent effect on pupil behaviour, wellbeing and mental health which have all significantly deteriorated. The number of students with SEMH continues to increase year on year and has had a noticeable impact on the running of the school, consequently becoming a key strategic focus and area for development. The impact is

particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing and academic support as well as targeted interventions where required, with a particular focus on reducing suspensions and lost learning time.