

## Pupil premium strategy statement: Sir Jonathan North Girls' College

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This is the first year of the three-year plan.

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	Sir Jonathan North Girls' College
Number of pupils in school	1154
Proportion (%) of pupil premium eligible pupils	29.7% (343 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Helen Coles-Hennessy (Associate Principal)
Pupil premium lead	Liz Young (Assistant Principal)
Governor / Trustee lead	Sandra Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£56,990
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£396,140

## Part A: Pupil premium strategy plan

### Statement of intent

At Sir Jonathan North our aim is to 'create good people' by being kind, working together and working hard. In order to do this, we offer a curriculum that provides both academic excellence and holistic development. In other words, we take every opportunity to develop the 'whole child'. Through a culture of nurture, support and mutual respect, we seek to challenge our students by encouraging them to take risks, explore new ideas and acknowledge that making mistakes is essential for learning. We focus on helping our students to become resilient learners and develop the skills and character to prepare them for the future. Our support is based around the 4Rs (the College values) and both the academic and pastoral teams support each aspect of a student's journey through Sir Jonathan North Girls' College ensuring there are no barriers in helping them reach their potential.

As a school our main objective is to use the Pupil Premium funding to support disadvantaged students to attain the qualifications needed for their next steps and to not be limited in their future choices. We aim for their attainment and progress to be in line with non-disadvantaged students nationally.

Underpinning our strategy plan is the College focus on disadvantaged students both academically and holistically. Our strategy plan is underpinned by cognitive science research. We will ensure that disadvantaged students are explicitly taught cognitive and metacognitive strategies to aid their learning, improve writing skills and that they will receive academic and pastoral support. Improving attendance of all students is also a key whole school priority, with a particular focus on those eligible for the Pupil Premium.

The challenges faced by our disadvantaged students remain similar to last year, with an ever-increasing concern around financial issues in the home. Having critically reviewed the strategy we continue to employ a Pupil Premium Academic Mentor who will work across the three aspects of the strategy plan, with an increased focus a metacognitive approach (plan, monitor, evaluate) and holistic support. We have also employed an Attendance Officer as a new post to increase capacity and offer more support in this area.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy levels in Y7 are lower for some students on arrival. English SATs data shows PP students have an average reading score of 104.6 and non-PP an average of 105.5 on entry in Y7.</p> <p>Average NGRT SAS reading score for Y7 disadvantaged students is 102 compared with 106 for non-disadvantaged.</p> <p>Writing age is lower for some students in receipt of PP compared with those not, based on the 'No More Marking' tool.</p>
2	<p>Mathematics prior attainment Y7 is lower on average: Mathematics SATs data shows PP students have an average score of 102.7 and non-PP an average of 104.6 on entry in Y7.</p>
3	<p>Metacognitive approaches are needed to support self-regulation, behaviour and learning.</p>
4	<p>Attendance of disadvantaged students is 5.6% lower than their peers on average and is lower than all pupils nationally and has remained similar over the last two years.</p>
5	<p>Disadvantaged students are disproportionately represented in fixed term suspensions compared with non-PP.</p>
6	<p>Parental engagement and development of life skills and habits with their child is lower for some disadvantaged families. Some parents have reported wanting to know more about how to support their child.</p>
7	<p>SEMH issues: significantly higher proportion of referrals to our external support partners come from PP students.</p>
8	<p>Access to necessary resources and wider opportunities due to financial constraints.</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
Close gaps between identified students and whole cohort in literacy and numeracy from starting point in Year 7 (based on NGRT scores/baseline assessments). Measured using progress check data and end of year summative assessments.	Gaps close rapidly and are reduced by the end of Year 7. Gaps between identified students and whole cohort narrow between Y7 – Y11. NGRT reading assessments early in Y7 and at the start of Y8 show identified PP students are reading at their chronological age. Y11 PP students to achieve positive progress in their subjects at GCSE, with a particular focus on mathematics.
Improve writing skills (fluency, technique and stamina).	Writing age of identified students improves and data shows gap between identified PP and non-PP students is closing, shown via 'No More Marking' tool and in student work.
Develop students' understanding and application/use of metacognitive approaches to support learning, behaviour and self-regulation.	Lesson visits, student voice and evidence in books will demonstrate increased confidence in and use of metacognitive strategies.
Attendance and behaviour are in line with or above national averages.	Behaviour data indicates less fixed term suspensions and an increase in achievement points for PP students. Attendance is in line with national average.
Identification of individual student needs.	All disadvantaged students have the opportunity to identify any challenges they may have and be supported to overcome them.

## 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: £ 122,804

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic assessments to identify individual need for teaching and learning and academic intervention	<p>'Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups.'</p> <p>EEF Diagnostic Assessment:  <a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	1
Targeted academic intervention, including use of PP Academic Mentor for literacy support	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches and may receive additional benefits from being taught how to use reading comprehension strategies.'</p> <p>EEF Teaching and learning toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1
Teaching & Learning CPD for staff on	<p>'The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context'.</p>	1,2,3

<p>metacognition and its application</p>	<p>EEF High Quality Teaching: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>‘High quality teaching for pupils with SEND is firmly based on strategies that will either already be in the repertoire of every mainstream teacher or can be relatively easily added to it. Teachers should develop a repertoire of these strategies that can be used flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils.</p> <p>EEF Special Educational Needs in Mainstream Schools: <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1667245503">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1667245503</a></p>	
<p>Continue use of reciprocal reading across all subjects</p>	<p>‘Reading strategies, such as activating prior knowledge, prediction and questioning can improve students’ comprehension’.</p> <p>EEF Improving literacy in secondary schools: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1,2</p>
<p>Continued development of writing across all subjects</p>	<p>‘Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.’</p> <p>EEF Improving literacy in secondary schools: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1,2,3</p>

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

Budgeted cost: £ 91,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Direct Instruction for identified Y7 & 8 students to support reading	<p>Our data shows that disadvantaged students who complete Direct Instruction improve their reading age by over 2 years.</p> <p>‘Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.’</p> <p>EEF Reading Comprehension Strategies:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1
Use of tutoring, via MyTutor, to improve attainment and enable students to access appropriate P-16 courses	<p>Our data shows that students who have received tutoring (1:1 or 3:1) improve by almost a grade from their starting point.</p> <p>‘Pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind’.</p> <p>EEF Teaching and learning toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1,2,3
Timetabled after school interventions used to support disadvantaged students across all subjects and year groups	<p>‘Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater</p>	1,2,3



	<p>levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.'</p> <p>EEF Teaching and learning toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
Appoint replacement Academic Mentor in Mathematics to support students in small groups	As above	1,2,3
Pupil Premium Academic Mentor	As above, plus work on cognitive and metacognitive strategies	1,2,3,4,5

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

Budgeted cost: £ 182,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of form tutors, pastoral teams, Attendance Officer & PP Academic Mentor to increase/maintain attendance at school	Our data shows that PP students with above 90% attendance achieve a progress 8 score almost 2 grades higher than those below 90%.	4
Use of behaviour policy and rewards/sanctions to provide clear expectations for all students, including PP	<p>'On average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>EEF Teaching and learning toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	5

<p>Ensure appropriate support is in place for SEMH, including through Personal Development Curriculum and external agencies as needed</p>	<p>‘Social and emotional skills’ are essential for children’s development—they support effective learning and are linked to positive outcomes in later life.’          EEF Wider strategies:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	<p>7</p>
<p>Support parents to be able to engage effectively with the school and their child’s education, e.g. through support with Parents’ Evening bookings, use of IT, study support, and face to face meetings.</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes.’          EEF Wider strategies:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	<p>6</p>
<p>Ensure disadvantaged students have access to the necessary resources (e.g. Chromebooks for new students/items of uniform) and extra-curricular opportunities.  Contingency fund for acute issues.</p>	<p>Families and students continue to need access to necessary resources and wider opportunities.  Based on the cost-of-living crisis, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>8</p>

**Total budgeted cost: £ 396,140**

## 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.

#### Teaching

Initial data from the DfE and SISRA indicates Pupil Premium (PP) students have made close to expected progress (-0.01) and the progress gap between PP and non-PP has decreased since 2023. The SISRA collaboration data shows our disadvantaged students perform approximately half a grade better than similar students nationally. Progress above that expected was made in biology\*, business, chemistry, textiles\*, English literature, English language, French, geography, RS\* and hospitality and catering (\* PP students made more progress than non-PP). English Literature saw an increase in progress compared with 2023. Although mathematics saw a decrease in progress of 0.1, the progress in maths remains higher than in 2019. The gap between PP students and non-PP has reduced by 0.25 of a grade in English language compared with last year and is slightly smaller than 2019. 79% of our PP students are entered for the EBacc, with 64% of these attaining grade 4+ in English and maths. Attainment of SJNGC PP students is above all girls nationally at grades 9-7 and 9-4 in mathematics, English language and literature and combined science, amongst other subjects.

The writing of Y7 PP students is, on average, 1 year 5 months above PP students nationally. The writing of Y9 PP students is, on average, 1 year 4 months above PP students nationally. Both Y7 and Y9 PP writing ages are higher than non-PP nationally.

Identified Y7 PP students who received Direct Instruction have seen improvements in reading age of 2 years 4 months on average (which is higher than non-PP). The reading age of the 1 identified Y8 PP student who received Direct Instruction improved by 1 year 5 months. From year 7 to year 9 the SAS reading scores for students increased, with a slightly higher increase for disadvantaged students (a total of 6 points).

Staff CPD workshops and Appraisal Targets focused on the Lionheart Teaching and Learning Principles, drawn from evidence-based research and staff utilised Instructional Coaching to support improvement. Staff training in cognitive strategies for use in lessons has

taken place across the lifespan of this strategy. Internal and Trust reviews identified low stakes retrieval takes place in lessons and a wider range of strategies are used to check for understanding. Lesson observations also show increase in use of retrieval practice, scaffolding & explicit instruction through the year. Student voice identified use of retrieval activities, dual coding, increased use of mini whiteboards and reciprocal reading in lessons.

### **Targeted Academic Support**

1:1 School Led Tutoring with MyTutor - online tutoring for 10 hours, delivered in college to year 11 in the autumn term. Y11 PP students made an average of 1.0 of a grade improvement compared to their starting point.

3:1 School led Tutoring with MyTutor – online tutoring for 15 hours, delivered in college to year 11 in the spring term, all in mathematics. Y11 PP students made an average of 0.93 of a grade improvement compared to their trial exam result.

Maths Academic Mentor – average improvement for PP students who worked in flexible groups with the Mentor was 0.8 of a grade compared to their trial exam result.

Student feedback reported that they found tutoring useful and they felt more confident in their subject. Comments from students included: 'MyTutor has been really useful for me'. 'I really enjoy working with the tutor'. Students report that their confidence has increased in other subjects.

61.7% of year 11 PP students that attended after school interventions improved their average grade, compared with their starting point.

### **Wider Strategies**

Tutors and Pastoral Teams tracked attendance using Trust reports. Attendance was chased with morning phone calls. Rewards have included attendance certificates and badges and we have seen an average increase of 10 reward points per student this year. On average, disadvantaged students receive 4.5 times as many reward points as behaviour points. PP attendance in the summer term was similar to the figure for last academic year, but below the national figure for all students (which was 90.9%).

Our Personal Development curriculum supports students' holistic development throughout each year. 65% of students working with support agencies (e.g. TFTF, Love4Life & MHST) are PP. All but 1 of the students seeing the MHST are PP and the two students

receiving support through Early help are PP. Individual student needs were identified and support provided by pastoral teams/resources provided as needed.

The combination of academic and holistic support offered to our students results in 97% of disadvantaged students participating in full time study/training after leaving, almost all of which is at sixth form or further education providers. This is 2% higher than the figure for all students in Leicester as a whole.

All parents of Pupil Premium students were emailed and phoned to offer support with parents evening bookings, resulting in an increase in attendance for three of the year groups. Revision support sessions were also offered and 94% of students accessed the allowance for resources/trips etc. All Y7 PP students are offered a Chromebook if needed. Data for the current Y9 shows 66% of disadvantaged students accept a Chromebook, with those students then having approx. 1.4% higher attendance, an average number of reward points equivalent to non-disadvantaged students and a ratio of reward to behaviour points of 12:1 (vs 7:1 for disadvantaged students who did not take a Chromebook). All Y7 students received a reading book through 'Bookbuzz'. Coffee mornings for parents and reading books were offered termly. All Y9 PP students took part in a careers event 'Unbox Your Future', 8 Y10 students (1 PP) attended a residential: 'Unlock Oxford' and 14 Y7&8 students (11 PP) took part in the Brilliant Club 'Can chemists save the world?'

## 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
NGRT	GL Assessment
Direct Instruction	Direct Instruction Hub

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

Our Pupil Premium strategy operates as a rolling process, reviewed and modified as needed over time. The use of the EEF's implementation guidance has enabled us to create an appropriate evaluation process which will allow us to make adjustments if necessary.

The support and outcomes of Pupil Premium students is 'everyone's business' and a number of sources of guidance have been used to inform how we collectively address disadvantage. These have included the EEF (listed above), Addressing Educational Disadvantage The Essex Way, drawing on support from our academy trust and webinars/resources from the National College and the EEF Research School Network. Reviews of our provision are undertaken twice each year by our Trust PP leads, providing feedback from an external perspective.