

Pupil premium strategy statement: Sir Jonathan North Girls' College

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. This is the final 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	1167
Proportion (%) of pupil premium eligible pupils	29% (336 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rose Angus (Principal)
Pupil premium lead	Liz Young (Assistant Principal)
Governor / Trustee lead	Harriet Latham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£365,700
Recovery premium funding allocation this academic year	£92,736
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£60,000
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	£458,496

Part A: Pupil premium strategy plan

Statement of intent

At Sir Jonathan North our aim is to 'create good people'. 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 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 and the whole staff responsibility for their outcomes, 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 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 on holistic support. We also continue to offer School Led Tutoring from the start of the autumn term and will deliver focussed support to a Y9 group relating to their next steps.

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 104.1 and non-PP an average of 106.8 on entry in Y7.</p> <p>Average NGRT SAS score for reading for Y7 disadvantaged students is 100 for disadvantaged students compared with 107.7 for non-disadvantaged.</p> <p>Average writing age is lower for students in receipt of PP on arrival: data from writing assessments in Y7.</p>
2	<p>Mathematics prior attainment Y7 is lower on average: Mathematics SATs data shows PP students have an average score of 100.7 and non-PP an average of 106.3 on entry in Y7.</p>
3	<p>Learning and revision strategies are not well understood/used by some PP students based on student voice feedback.</p>
4	<p>Attendance of disadvantaged students is 5.6% lower than their peers on average and is lower than all pupils nationally, although it is similar to the same time last year.</p>
5	<p>Disadvantaged students are disproportionately represented in fixed term suspensions with 8% more for PP 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: proportionally more 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 effective learning strategies, e.g. those of the Learning Scientists	Student voice will demonstrate increased confidence in use and ability to describe effective strategies. Evidence for strategy use seen in student work through book looks and in lessons.
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: £142,125

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: https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	1,2
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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
Staff training in use of cognitive strategies and	<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>the SEND 5-a-day principle and their implementation in lessons</p>	<p>EEF High Quality Teaching: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</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: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1667245503</p>	
<p>Embed 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: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1,2</p>
<p>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: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1,2,3</p>

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

Budgeted cost: £100,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of tutoring via MyTutor (National Tutoring Programme)	<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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,3,4
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 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4
Academic Mentor in Mathematics supporting students in small groups	As above	1,2,3,4

Pupil Premium Academic Mentor	As above, plus work on cognitive and metacognitive strategies	1,2,3,4
School-led tutoring for 1:1, 3:1 and small group sessions	As above	1,2,3,4

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

Budgeted cost: £215,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of form tutors, pastoral teams and 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	‘On average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF Teaching and learning toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5
Ensure appropriate support is in place for SEMH, including through Personal Development curriculum and external agencies as needed	‘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: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	7

<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.'</p> <p>EEF Wider strategies: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</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.</p> <p>Contingency fund for acute issues.</p>	<p>Families and students continue to need access to necessary resources and wider opportunities.</p> <p>Based on the current 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: £458,487

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

Pupil Premium (PP) students made better progress in English Literature and Mathematics than in 2019, with Maths progress even better than 2022. The gap between PP students and non-PP has widened by 0.25 of a grade in English Language compared with 2019. The writing of Y7 PP students is, on average, 2 years 6 months above PP students nationally. The Progress 8 score in SISRA for SJNGC disadvantaged students is positive, at 0.05, compared with a national figure for girls of -0.19 in 2019 and -0.37 in 2022. So SJNGC students are achieving better than female PP students nationally. 81% of our PP students are entered for the EBacc, with 39.7% of these attaining grade 4+.

Identified Y7 PP students who received Direct Instruction have seen improvements in reading age of 26.6 months on average.

Identified Y8 PP students who received Direct Instruction have seen improvements in reading age of 35.5 months on average across the two years on the programme.

Staff CPD workshops and Appraisal Targets focused on SEND 5-a-Day and Learning Scientist strategies. Staff training in cognitive strategies for use in lessons took place. Internal and Trust reviews identified low stakes retrieval takes place in lessons. Student voice can identify use of retrieval activities and reciprocal reading in lessons.

Targeted Academic Support

1:1 School Led Tutoring with MyTutor - online tutoring for 10 hours, delivered in college across the year, offered to each year group. Y11 PP students made an average of 0.4 of a grade improvement compared to their starting point. In English Literature PP students attained 0.8 of a grade better in their trial exam compared with their end of Y10 data. In maths PP students attained 0.8 of a grade better in their exam compared with their Y11 trial grade.

School Led Tutoring: own staff from Jan '23 for 15 hours. Total increase in grade for all students 0.2 of a grade in maths and science.

Academic Mentor – Maths (in place from January to July '23) - average improvement (both for PP and non-PP) was 1 grade above their trial exam grade.

Student feedback: 1:1 tutoring was delivered through MyTutor based on student feedback from last academic year that they felt more comfortable working on their own with a tutor. 72% found tutoring useful and 63% 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.

Wider Strategies

Tutors and Pastoral Teams tracked attendance using Trust reports. Attendance was chased with morning phone calls. Rewards have included shout outs and chocolates in assemblies. PP attendance in the summer term was in line with the figure for last academic year, but below the national figure for all students (90.7%). Suspensions have remained lower than last academic year throughout '22-23 and were below national figure for '21-'22 (13.96%).

Most students using the Wellbeing Hub are in receipt of the Pupil Premium, as are most of the referrals for Early Help. Individual student needs were identified and support provided by pastoral teams/resources provided as needed.

All parents of Pupil Premium students were emailed and phoned to offer support with parents evening bookings, revision support sessions were offered and 91% of students accessed the allowance for resources/trips etc. All Y7 students received a reading book through 'Bookbuzz'.

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.