Pupil Premium (PP) funding strategy statement 2020-21

What is the Pupil Premium?

Pupil premium is a sum of money allocated to schools to provide support to students who are (or have been at some point in their schooling) entitled to Free School Meals (FSM), or who may face other significant challenges in their lives which act as a barrier to their learning. This also includes students who are looked after or in care (CLA – Children Looked After). Nationally, there is a gap in academic performance between students who are identified as pupil premium and other students. The additional funding which is allocated to each school for pupil premium students is intended to give financial support for a range of interventions in order to reduce that gap in performance.

What does this strategy statement provide?

1) Information about how many students we have within the school who are eligible for pupil premium funding and what that total funding amounts to.
2) A two year history of the progress and attainment of students within the school, both of those with pupil premium funding and those without. The national figures for these groups are included in order to make a comparison. Progress and attainment is shown using Progress 8 and Attainment 8 scores. Progress 8 is a measure of the progress children make between the end of primary school and the end of secondary school. It's designed to encourage good quality teaching across a broad curriculum. Progress 8 and Attainment 8 are based on pupils' performance in eight GCSE qualifications. As a result of the cancellation of exams, there is unfortunately no national progress and attainment data available for 2020.
3) An outline of the main barriers to the progress for our pupil premium students and how these might be addressed, either within lesson time or outside of this.
4) What we hope to achieve with this year's funding and how we will judge whether it has been a success or not. With the ongoing pandemic it is difficult to know whether the success criteria we have set will be achievable, we will look to review progress towards these targets in January 2021.
5) An outline of the actions we have planned to take, why we have chosen these actions and how they will be put into place. These include actions under the following headings (i) quality teaching for all (ii) targeted support for specific groups of pupils (iii) other approaches
6) A review of last year's desired outcomes and whether they were successful or not.
7) A review of last years' planned actions with an evaluation of their impact. and what lessons we learnt as a result.

Please note: The government has discontinued the year 7 catch up premium for students who are below the expected standard on entry into year 7. Strategies to close these gaps are included in this document. This pupil premium funding strategy document is also separate to the universal Coronavirus (COVID-19) catch-up premium and National tutoring programme funding which the government has made available with the specific aims of supporting the catching up on the gaps in key learning that had occurred during the extended school closure.

1. Summary information

School	Northolt High School				
Academic Year	2020/21	**Total PP budget**	£241615	**Date of most recent PP Review**	Sept 2020
Total number of students 2020/21	790	Number of students eligible for PP financial year 2019-20	207	**Date for next internal review of this strategy**	January 2021
		Number of students eligible for PP financial year 2020-21	253		

2. Attainment & Progress 2018 & 2019 outcomes (*There is no national progress data for 2020)

	Y11 Northolt pupils eligible for PP (2018)	Y11 Northolt pupils not eligible for PP (2018)	Y11 Northolt pupils eligible for PP (2019)	Y11 Northolt pupils not eligible for PP (2019)	Y11 Northolt pupils eligible for PP (2020 school data)*	Y11 Northolt pupils not eligible for PP (2020 school data)*	National pupils eligible for PP (2019 data)	National pupils not eligible for PP (2019 data)
Numbers P8/A8	42/46	41/73	37/48	61/85	35/42	70/89		
Progress 8 score average	-0.45	-0.68	-0.43	-0.16	n/a	n/a	-0.44	0.13
Progress gap between PP and other students	+0.23		-0.27		n/a		-0.31	
Attainment 8 score average	37.3	38.3	35.8	41.9	n/a	n/a	36.7	50.1

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3. Barriers to future attainment (for students eligible for PP)	
In-school barriers *(issues to be addressed in school)*	
A.	Literacy and numeracy skills along with reading ages are lower on entry for students eligible for PP than for other students nationally which prevents them making better progress.
B.	Middle Prior attaining students who are eligible for PP are predicted to make significantly less progress than other students nationally.
C.	Progress rates of PP students with multiple risk factors is significantly below that of "other" students.
External barriers *(issues which also require action outside normal lessons)*	
D.	Attendance rates for students eligible for PP are lower than for other students nationally, which prevents then making better progress. The extended school closure and Covid 19 pandemic has added further complication to this.
E.	Weak Independent exam revision skills prevents pupil premium students from making predicted progress in terminal examinations. The extended school closure and working remotely during lock down has added further to this.

4. 2020-21 Desired outcomes		Success criteria
A.	A reduction by 20% in the number of students (especially those eligible for PP) whose reading age is below or well below their chronological age in Y7-9.	To be evidenced using Y7-9 accelerated reader assessments, end of year reading tests and English assessments at mid-year and end of year progress points Book look feedback on identified whole school Literacy priorities.
B.	Middle prior attaining students who are eligible for PP to make progress more in line with other middle prior attaining students nationally. Target is to achieve a P8 score of at least -0.1 (2018 was -0.8, 2019 was -0.4).	Progress rates gaps of Y11 middle prior attaining PP students to close towards that of ''other' students nationally. Where they are not, departments put in place Wave 1-3 interventions monitored by Subject leaders and linked SLT.
C.	Progress rates of PP students with multiple risk factors to make stronger progress so that they close the gap on that of "other" students. Progress to be no less than -0.6 (2018 progress was -1.3, 2019 progress was -1.0)	Progress rates of PP students with multiple risk factors not to be significantly below that of "other" students.. Where they are, departments to put in place Wave 1-3 interventions.
D.	Improvement in the attendance rates for students eligible for PP so that it is more in line with that of "other" students.	Improve the attendance rates amongst students eligible for PP through work done by the attendance officer, Key stage leaders, Year Co-ordinators and linked SLT.
E.	25 % improvement in the confidence of Y11 students eligible for PP in their independent/collaborative revision skills as measured by student surveys.	Feedback from surveys completed before and after revision skills workshops to show increased confidence in independent revision skills by eligible PP students and families.

5. Planned actions/approaches

Academic year	2020-21

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review your strategy?	Cost
A. Improved Literacy Progress B. Improved Progress Y11 MAPs	Sustained use of 5 a-day for lessons starts in all lessons.	Research suggests the use of *active retrieval* helps students embed information into their long term memory and helps them to connect to prior learning.	Expectation for all lessons. Monitoring of lessons as part of a blended learning approach between the physical and virtual classrooms.	Accelerating Progress Group - MHS, LMA & CPO	Mid-year and July.	£19000
A. Improved Literacy Progress B. Improved Progress Y11 MAPs C. Improved Progress of Y11 at risk students	Blended learning approach by teachers engaging students in both the physical and virtual classroom	Students have engaged much more with the online learning over the school closure period. Potential Tier 2 and 3 lockdowns will mean a need to move to remote learning.	Adopted into the Northolt Standard for Learning, Quality CPD and clear strategy for implementation and monitoring,	Deputy Headteacher- LMA and Assistant Headteacher ABA	Mid-year and July.	£12000
B. Improved Progress Y11 MAPs C. Improved Progress of Y11 at risk students	Targeted in-class support for identified weaknesses following the January Pre-Public examinations in order to target in class support.	[Feedback](#) to students to identify areas of weakness and to track their progress.	Review of needs and CPD provided to subjects and staff needing it.	Accelerating Progress Group - MHS, LMA & CPO	Mid-year and July.	£17500

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review your strategy?	Cost
B. Improved Progress Y11 MAPs C. Improved Progress of Y11 at risk students	High quality revision lessons delivered across all key-stages as part of the calendared *revision weeks* aimed at improving student confidence specific strategies for planning, monitoring and evaluating their learning.	EEF evidence shows that Metacognitive and self regulations have a significant impact on rates of progress for relative low-cost.	Quality CPD, forward notice and exemplar materials..	Accelerating Progress Group - MHS, LMA & CPO	Mid-year and July.	£9000
A. Improved Literacy progress B. Improved Progress Y11 MAPs C. Improved Progress of Y11 at risk students	Embed use of the *Northolt Way* to further improve student engagement and Behaviour for Learning in lessons.	EEF evidence shows that Behaviour Interventions have a moderate impact on rates of progress.	Regular cycle CPD opportunities for staff and monitoring of implementation and impact.	Assistant Headteacher - Andy Price, along with all SLT and Middle Leaders	Mid-year and July.	£7000
					Budgeted cost	£64500

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review your strategy?	Cost
B. Improved Progress Y11 MAPS C. Improved Progress Y11 at risk	Morning intervention sessions for identified students.	Evaluations of previous Wave 3 interventions have shown mixed results within the school.. Small group tuition has however been shown to have a beneficial impact on progress (EEF).	Tracking and evaluating the impact of interventions offered through student reviews.and staff progress tracking.	Deputy Headteacher - LMA	Mid-year and July	£10500

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review your strategy?	Cost
A. Literacy catch-up	Streamed teaching in Year 7.English. Students using the entry level curriculum leading on to the Mastery curriculum.	Students require a bespoke curriculum to get them to the expected standard to access the Mastery curriculum.	Monitoring through 2i/c and Subject leader for English. Weekly meeting time for Y7 English teachers.	Subject leader for English - HVP	Mid-year and July	£43000
A. Literacy catch-up	Streamed small group Literacy provision to provide catch-up for students below expected level in Year 7 using the Hackney Lit programme.	Some students need targeted literacy support to catch up and would benefit from having targeted support through the year. .The Hackney Lit programme has been shown to have a positive impact.	Check groupings to ensure right students are being targeted. learning looks and measurable data tracking of these students to show the impact of this programme.	SENDCO - ANA	Mid-year and July	£28000
A. Numeracy Catch-up	Streamed Maths teaching in small sets in Year 7. to support students below the required level on entry.	This little-and-often approach, in combination with a research-informed rota, which systematically plans the revisiting of skills, ensures students' improved numeracy skills and fluency are retained over time.	Clear action plan with regular monitoring and review.	Subject Leader for Maths - CHO	Mid-year and July	£43000
					Budgeted cost	£102500

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review your strategy?	Cost
D. Improved attendance rates	Embed effective processes: Pastoral leader/Linked SLT follow up with low attendance students. Truancy Call software.	The link between attendance and outcomes is well establ;ished.	Strategies developed by ABA and SLT and implemented by year leaders/SLT and monitored by CPO.	Assistant Headteacher - ABA	Mid-year and July	£19615

B. Improved Progress Y11 MAPS C. Improved Progress Y11 at risk D. Improved attendance rates	Before school breakfast and home learning clubs in year 7&11 used effectively to support independent study.	Provide resources and support for students with special emphasis on those not completing Home learning tasks.	Staff training on support. Tracking of attendance for identified students. .	Accelerating Progress Group - MHS, LMA & CPO	Mid-year and July	£15000
E. Improved confidence in independent/ revision skills by Y11 PP students.	After school Home learning clubs in year groups used effectively to support independent study.	Provide resources and support for students with special emphasis on those not completing Home learning tasks.	Tracking of attendance to Home Learning Clubs for identified students. .	Accelerating Progress Group - MHS, LMA & CPO	Mid-year and July	£18000
					Budgeted cost	£52615
					Total Budgeted Cost	£241 615

6. 2019-20 Desired outcomes		Success criteria
A.	A reduction by 20% in the number of students (especially those eligible for PP) whose reading age is below or well below their chronological age in Y7-9.	To be evidenced using Y7-9 accelerated reader assessments, end of year reading tests and English assessments at mid-year and end of year progress points Book look feedback on identified whole school Literacy priorities.
B.*	Middle prior attaining students who are eligible for PP to make progress more in line with other middle prior attaining students nationally. Target is to achieve P8 score of at least -0.2 (2018 was -0.8, 2019 was -0.4, 2020 was predicted in July Y10 to be -0.4).	Progress rates gaps of Y11 middle prior attaining PP students to close towards that of ''other' students nationally. Where they are not, departments put in place Wave 1-3 interventions monitored by Subject leaders and linked SLT.
C.*	Progress rates of PP students with multiple risk factors to make stronger progress so that they close the gap on that of "other" students. Progress to be no less than -0.6 (2018 progress was -1.3, 2019 progress was -1.0, 2020 was predicted in July Y10 to be -0.7)	Progress rates of PP students with multiple risk factors not to be significantly below that of "other" students.. Where they are, departments to put in place Wave 1-3 interventions.
D.	Improvement in the attendance rates for students eligible for PP to 94% so that it is more in line with that of "other" students.	Improve the attendance rates amongst students eligible for PP through work done by attendance officers, Year leaders/co-ordinators and linked SLT.
E.*	25 % improvement in the confidence of Y11 students eligible for PP in their independent/collaborative revision skills as measured by student surveys.	Feedback from surveys completed before and after revision skills workshops to show increased confidence in independent revision skills by eligible PP students and families.

*As a result of the extended school closure and the removal of examinations it is not possible to assess the success of desired outcomes B, C & E.

7. Review of planned actions/approaches

Academic year	2019-20

1. Quality of teaching for all

Desired outcome	Chosen action / approach	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
A. Improved Literacy progress	Sustain high standards of presentation through the Northolt PRIDE for the consistent presentation of written work across KS3 and 4.	Whilst presentation skills appeared to be maintained before the school closure, limited evidence that this had a bearing on literacy skills.	This has been a focus for sometime but hasn't necessarily had the impact on literacy levels. Focus rather to be on Tier 2 & 3 language skills.
C. `Improved Progress Y11 MAPs	Embed use of 5 a-day for lesson starts in all Y11 lessons	This has started to have a real impact on students' retrieval skills and securing key knowledge in the long term memory.	Look to extend this further as explicit links to prior learning and for embedding through a blended learning approach and use of google forms.
B. Improved Progress Y11 MAPs	Embed monitoring of student response to feedback given and ensure they act on this with a particular focus on underachieving *Accelerate* group students.	Unfortunately we are unable to evidence the impact of this strategy due to extended school closure.	The on-going situation with Covid 19 makes this difficult to monitor in books. Monitoring engagement with google classroom and completion of online assessments like google forms is a potential way forward.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
B. Improved Progress Y11 MAPs C. Improved Progress of Y11 at risk students	Targeted in-class support for identified weaknesses following Pre-Public examinations in order to target in class support.	Limited evidence of impact due to school closure.	This will still be a worthwhile strategy to pursue following the January Pre-Public examinations in the extended build up to the final Summer examinations.
B. Improved Progress Y11 MAPs C. Improved Progress of Y11 at risk students	High quality revision lessons delivered across all key-stages as part of the calendared *revision weeks* aimed at improving student confidence specific strategies for planning, monitoring and evaluating their learning.	Limited evidence of impact due to school closure.	This strategy to be continued with greater emphasis on online resources to support school learning in a blended approach.
A. Improved Literacy progress B. Improved Progress Y11 MAPs C. Improved Progress of Y11 at risk students	Embed use of the *Northolt Way* to further improve student engagement and Behaviour for Learning in lessons.	Continued training with Andy Vass saw improved relationships and student engagement with learning before the extended school closure.	Look to sustain the use of the Northolt Way to support student progress in the new longer lessons.

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A. Improved Literacy progress	Timetabled Library lessons using Accelerated Reader (AR) Y7-9. CPD for English staff on effective use of Accelerated Reader. Developing questioning techniques to follow up text reviews.	Progress on this was good up until the extended school closure.	Limited ability to continue this with the Library lessons in light of Covid 19 risk assessments.
B. Improved Progress Y11 MAPS C. Improved Progress Y11 at risk	Wave 3 Intervention sessions after school, for key progress students using the PIXL Diagnose, Therapy and Testing model..	Limited evidence of impact due to school closure.	With the changes to the school day brought about in response to the pandemic we are looking to run a a programme of morning interventions for Year 11 which are timetabled throughout the year. These face to face sessions will Involve online testing in between in a blended learning approach.
B. Improved Progress Y11 MAPS C .Improved Progress Y11 at risk	Mentoring for underachieving Y11 *Action group* students (low effort & low progress) with SLT	Limited evidence of impact due to school closure.	This is very intensive on SLT time and has shown to have had limited impact over previous years. The school will rather look to use the Covid catch-up funding for one-to-one tutoring as a way of supporting students.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
B. Improved Progress Y11 MAPS C. Improved Progress Y11 at risk	Pixl wave analysis in Maths and Science subject areas in order to match resources and gap analysis developed from effective PiXL strategies.	Interrupted by the school closure.	Not something that we will be continuing with this year in light of the pandemic and our decision to reduce the number of Pre-Public examination windows.
B. Improved Progress Y11 MAPS C. Improved Progress Y11 at risk E. Independent/ collaborative revision skills	Y10 & 11 Finishing in Front Wave 3 revision sessions aimed at developing students collaborative learning and independent revision skills. Study skills workshops in January for Y11 students including workshops with parents.	Difficult to evaluate final impact because of the school closure. Feedback to the student skills workshops was positive.	Not a strategy to be continued this year because of the risk assessment around the pandemic.
iv. Other approaches			
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)

D. Improved attendance rates	Embed processes: Year leader/Linked SLT follow up with low attendance students. Truancy Call software.	The attendance rate for Pupil premium students was 91% from September to March closure, whereas for other students it was 94.9%	Need to track attendance more regularly and have a proactive strategy when the data suggests attendance is dipping.
E. Improved confidence in independent/ collaborative revision skills by Y11 PP students.	Home learning clubs KS3&4 (Y7-11) in the library used effectively to support independent study using the new Sycol system	Limited take-up of the home-learning clubs up until the extended school closure.	Culture around staying after school has not been changed, still seen as a punishment. Parent consultation on our after school provision would indicate however that this is still a provision that parents would like to have on offer.

8. Costing of planned actions/approaches

Budgeted costs of planned actions/approaches have been done based on staff hourly rates, subscriptions and other material costs.