

Pupil Premium Strategy Statement – Northstowe Secondary College

This statement details our Northstowe Secondary College's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	Northstowe Secondary College
Number of pupils in school	785
Proportion (%) of pupil premium eligible pupils	164 (21%)
Academic years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Claire Mills
Pupil premium lead	Carl Deighton
Governor / Trustee lead	Linda Sinclair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,823
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£148,823

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

High-quality 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 strategy will:

1. To ensure all PP students make progress in line with their peers in all subjects
2. To ensure a childhood set of experiences at least in line with their non-disadvantaged peers.
3. To ensure all students receive additional and specialised intervention so they make informed choices about the next stage of their learning

1. All PP students will make academic progress in line with their peers

Exceptional teaching is at the heart of ensuring PP students make progress in line with their peers. At NSC we will ensure all PP students receive the very best teaching in every subject.

2. All PP student's attendance will be in line or above the national average attendance

Attendance will be assured through a rigorous attendance strategy partnered with supportive home school dialogue. Every effort will be made at all levels including tutor, House, attendance officer and other agencies, to ensure sustained attendance is achieved.

3. All PP students will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities, and supportive personalised pastoral care.

All PP students will have access to a tutor who will ensure the conditions for learning in school and at home do not hinder academic progress or attainment. Teaching strategies such as targeted focus on students in receipt of PP when marking and reviewing progress and whole school initiatives such as our focus on literacy and reading competency, will support PP students gaining greater autonomy, resilience and being able to self-direct their learning.

4. All PP students will take part in a childhood set of activities which broaden student outlook and perspectives.

There is much evidence to suggest that those in receipt of pupil premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective. We will ensure a memorable set of experiences which support engagement and independent growth.

5. All PP students will have detailed careers guidance and support for next steps.

The school will ensure an enhanced CEIAG package of activities which will include personalised mentoring, work experience and dedicated careers interviews and support for post 16 progression. Students will have face-to-face discussions on career opportunities and next steps in learning, career development and progression routes.

Challenges

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

Challenge number	Detail of challenge
1	Our 2024 PASS (Pupil Attitude to Self and School) survey indicated that disadvantaged students presented lower satisfaction than their peers in the following areas – feelings about school, perceived learner capability, self-regard as a learner and attitudes on attendance.
2	Attendance for our PP students in 2023/24% was 83.6% The attendance of disadvantaged students is still below the whole school average of 91.1% for the full year.
3	Progress 8 for pupil premium students was -0.03 compared to 0.31 for the whole cohort – the % of PP students reaching 4+ in English and Maths stands at 44% which is markedly below the whole cohort value of 75%
4	Students in receipt of pupil premium have been found to be less competent at reading compared to the rest of their peers.
5	Trips, visits and experiences – students in receipt of PP can be at a disadvantage for trips, visits and cultural capital experiences compared to 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
All PP students will make academic progress in line with their peers	Outcomes in all subjects matches that of their peers
All PP students will take part in activities which broaden student outlook and perspectives.	<ul style="list-style-type: none"> • Full access and encouragement, including financial, to attend residentials, trips and access all extracurricular opportunities • All PP students to attain the Meridian Bronze PLEDGE • All PP Students to attend at least three off site visits during KS3
All PP Student's attendance will be above or in line with national average attendance	Attendance data for all PP students in line with or above national.
All students will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities, and supportive personalised pastoral care	Staff successfully employing teaching strategies which foster independent learning <ul style="list-style-type: none"> • PP student's participation in extracurricular opportunities, including access to residential trips • Narrowing of the gap in PASS surveys between disadvantaged students and their non-disadvantaged peers.
All PP students will be prioritised in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning.	<ul style="list-style-type: none"> • Fully participating in school's KS3 career's programme delivered through How to Thrive lessons • Having at least two independent careers interviews at KS4 • Being mentored by a specialist/business coach during KS4 • Completing an aspirational work experience programme at KS4.

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Teaching and Learning focus for staff CPD this year is the 6 pillars of our teaching and learning framework.	<i>Marking Every Lesson Count: Six Principles to support great teaching and learning.</i> Shaun Allison and Andy Tarby	1,3,4
Purchase of standardised diagnostic assessments from GL assessment	Standardised tests provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	4
PP funding will be used to buy resources that help students to access the curriculum and improve their understanding, e.g. laptops, online tool subscriptions, study guides and materials for art.	This is something we have been doing for some time, so we have years of student and parent feedback to support this approach. We tailor the need for our students and their families through communication rather than adopt a blanket approach.	1,3,4

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure each PP pupil receives <i>at least</i> three 1 to 1 targeted tutor interviews each year.	EEF Teaching and Learning tool kit: Aspiration Interventions EEF Teaching and Learning tool kit: Behaviour interventions EEF Teaching and Learning tool kit: Mentoring Academic reviews logged and monitored by houses on Bromcom to ensure Charter is met and students get support in 1:1 conversations	1, 2
Every student across all year groups to complete a PASS survey each year to ensure targeted interventions/attitudes to	https://www.gl-assessment.co.uk/assessments/pass EEF Teaching and Learning tool kit: behaviour interventions	1, 2

learning and trends in attitudes can be monitored and addressed where necessary and a thrive follow up interview once a year.	https://www.thriveapproach.com/	
Every PP student will have a minimum of three interviews with an independent careers advisor HTU	Guidance meetings tracked by Careers lead. Guidance notes uploaded to Unifrog as interaction. Gatsby Benchmark 8 and Compass tool kit: <i>Personal guidance</i> .	1
Implement Meridian reading charter, using testing and a range of teaching strategies to identify and support our weakest readers.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan.	4

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

Budgeted cost: £ 38,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families with costs of uniform, stationery and resources.	EEF Teaching and Learning tool kit	1, 5
Ensure parents attend at least one face-to-face or online parents' evening as well as additional behaviour or attendance meetings.	EEF Teaching and Learning tool kit: Parental engagement EEF	2.
Support families with costs of trips and extracurricular activities.	Arts participation EEF Outdoor adventure learning EEF	1, 2, 5
Review and improve school attendance systems such as incentives, parent meetings, etc. in line with DfE and Ofsted advice.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://assets.markallengroup.com/article-images/219151/PullOut-Sept-PP-SECEd.pdf https://attendancemattersmagonline.co.uk/using-the-pupil-premium-to-raise-school-attendance/	2

	Following the updated guidance introduced August 2024, including the updated letters and reporting systems.	
Each student to complete the Meridian Bronze PLEDGE between year 7 and 9 and strive for their silver	EEF Teaching and Learning tool kit: Arts participation EEF	1, 5

Total budgeted cost: £ 148,823

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

For 2024, Progress 8 for pupil premium students was -0.03 compared to 0.31 for the whole cohort. There were 16 students who had PP status in Year 11 (23/24) Two of which were following alternative provision outside of NSC, when these two students were taken into consideration, our Disadvantaged P8 Score was +0.28. The % of PP students reaching 4+ in English and Maths stands at 44% which is below the whole cohort value of 75%. The % of PP students reaching 5+ in English and Maths stands at 25% which is below the whole cohort value of 56%. We continue to be challenged by the Progress 8 and Attainment 8 scores of our disadvantaged versus non-disadvantaged pupils.

Attendance for disadvantaged students in 2023/24 was 83.6% compared to a national average of 89.5%. The attendance for all students was 91.1%.

NSC also has a thriving Duke of Edinburgh scheme and over 2023-24 we had several PP students take part in the scheme.

All students are encouraged and supported by staff during form time and in tutor interviews to complete their PLEDGES. This is shared and discussed with parents through reporting and at interviews. 57 of our PP students achieved their pledges last year: 45 – Bronze, 11 Silver and 1 Gold.

We offer all students at least three interviews with an independent careers' advisor. We ensure at Key Stage 3 they have opportunities to discuss careers in a variety of experiences. They have an Introduction to Apprenticeships & Traineeships, Form the Future – Careers Carousel, Enterprise Day and Apprenticeships Event. We have also had a Careers Fair.

All year 10 completed a one week in person work experience. All students had a 1:1 mock interview with visiting employers. All Year 11 had Apprenticeships workshop from Form the future to all students, assemblies from post 16 colleges, workshops on post 16 transition including use of MyChoice@16 and writing personal statements.

During 2023-24 extra-curricular provision progressed towards normality with a greater number of trips and experiences open to all students. PP students were offered a financial contribution to the cost of a trips. They attended trips to Warwick Castle, Geography field trips, Macbeth performance at Cambridge Arts Theatre, visiting artist workshops, Manchester City Football trip, Year 7 Residential to Norfolk Lakes, Year 8 Harry Potter trip, Year 8/9 French trip.

Further information

As a member of Meridian Trust, Northstowe Secondary College closely follows the Meridian Trust Statement of Principles and subscribe to the Meridian Trust PP Charter.

Many of the strategies within this charter are outlined in the strategies for improvement above.

The Meridian Trust PP Charter sets out a series of minimum expectations and actions required to ensure the academic, cultural and experiences gap between pupils who are disadvantaged, and their peers narrows in all its schools.

The Meridian Trust PP Charter is the minimum guarantee to all pupils in receipt of Pupil Premium funding who attend a Meridian Trust school.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.