

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Northampton School for Boys
Number of pupils in school	1609
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Richard Bernard Headmaster
Pupil premium lead	Matt Kneeshaw Deputy Headteacher
Governor / Trustee lead	Jon Drown, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,555(+£44,555PP+)
Recovery premium funding allocation this academic year	£21,315 (see supporting document for allocated spend)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£136,870 (+£44,555PP+)

Part A: Pupil premium strategy plan

Statement of intent

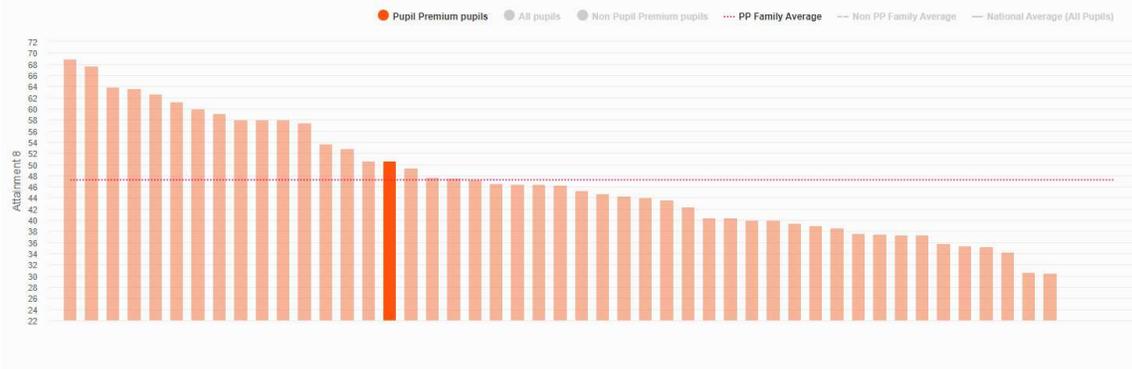
2017-19 results

Overall figures of progress over a 3 year trend (2017-19) with a P8 +0.41VA as a 3 year average. Compared to 2017-19 national average for all boys -0.27VA and pupil premium -0.45VA. In 2019-20 & 2020-21 (COVID-19) the figures were teacher assessed grades but PP and PP+ both closed the gap as a return from 2019 to the previous VA figures over the past few years with P8 +1.08VA (against internal NSB all of P8 +1.5VA). Our data against similar family of schools on the EEF Family of Schools in Progress and Attainment is positive for 2019 but was stronger in 2018 and 2017.

Your Family of Schools

Your Family of Schools presents the characteristics and performance of your most similar schools using data aggregated over the previous 3 years (2017-19). [Ⓢ]

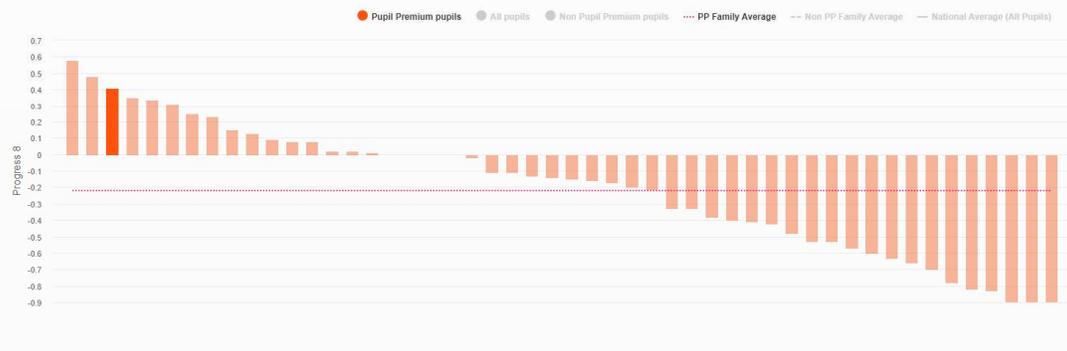
Change data view



Your Family of Schools

Your Family of Schools presents the characteristics and performance of your most similar schools using data aggregated over the previous 3 years (2017-19). [Ⓢ]

Change data view



Over the past 18 months, a lack of robust external assessments has made it difficult to pinpoint which students require the most support and in which areas. An investment in time and management of Y10 and Y11 groups specifically in regular assessments; the Deputy Headteacher overseeing and Senior Leadership Team Mentoring each student has helped us to analyse the data of disadvantaged students and will allow us to take an approach which will be rooted in

robust diagnostic assessment and ongoing personal management of each disadvantaged student in Key Stage 4.

Ensuring disadvantaged students are improving within Literacy and Numeracy and are achieving within English, Maths and Science are at the heart of our approach prior to KS4 when attention turns to each individual subject studied at GCSE. A high-quality level in teaching is at the centre of this approach with internal NSB teachers providing additional support and tuition to students in small group settings and 1:1 to ensure clarity of knowledge and understanding. We are also mindful of the impact that the Covid-19 pandemic has had on all of our student's mental wellbeing. A focus on supporting students with their wellbeing and SEMH needs we believe will also translate to academic success

Our strategy also gives thought to educational recovery and targeting some support to those students most affected by the gaps in education. Our use of Numeracy Catch-Up, Breakfast Literacy and Numeracy clubs and targeted intervention with non-disadvantaged students is essential to recovery.

Challenges

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

Challenge number	Detail of challenge
1	External data during the Covid-19 pandemics first 18 months makes it a challenge to identify the impact of Covid on NSB students' progress against national or similar school background. There are reports that nationally, Pupil Premium students have been disproportionately affected by the Covid-19 school closures. It is essential we can identify the gaps in all of our students learning and in particular, our disadvantaged students against cohort, national, boys and similar family schools.
2	The English attainment of disadvantaged pupils is generally lower than that of their peers. GL assessments on entry to Year 7 show that the standard age score of disadvantaged students is 10 points lower compared to non-disadvantaged students.
3	Progress in Maths, English and Science in KS3 is slower in disadvantaged students and this can present behaviourally.
4	SEMH and wellbeing based issues are disproportionately high currently and especially so in disadvantaged groups. Evidence nationally has mirrors in our own evidence and practice requirements
5	Attendance, especially within disadvantaged cohort and the impact of school closure (inclusive of the ability to attend remote learning) are presenting an increased issue that could affect attainment and progress

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
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<p>Challenge number 1 Improve our understanding of the knowledge gaps for our disadvantaged students</p>	<p>Between 2021-22 obtain internal data through assessment on the GAP in school for our disadvantaged students. In KS3 Lucid Exact, 3 termly assessments and Accelerated Reader used to assess literacy and Numeracy tests and Mathletics will be used in for numeracy. KS4 will examine progress through termly identified unit tests. The assessment data will also be used to identify the areas of learning that these students have knowledge gaps and to devise catch up plans. Curriculum Team Leaders and SLT will scrutinise data and trends internally and when available against historic and external examples. Each team will have a stepped model to ensure knowledge is understood and 'how to' ensure progress for their subject is in place.</p>
<p>Challenge number 2 Improve English attainment for disadvantaged pupils across all key stages.</p>	<p>Internal assessments and GCSE exams papers will show that the gap between disadvantaged pupils and their non-disadvantaged peers is closing in English. Targeted intervention and personalised tuition will be utilised to close the in school gap and Covid-19 related gap – attendance to these is high.</p>
<p>Challenge number 3 Address the Progress rate for disadvantaged pupils</p>	<p>Internal Assessment data against 2019 data and compare to all other students in cohort and show equal to progress over year. Utilise PP intervention in Eng/Ma/Sci and attendance is high to each session</p>
<p>Challenge number 4 To achieve and sustain improved wellbeing for all pupils, improve levels of SEMH based incidents including those who are disadvantaged</p>	<p>Sustained high levels of wellbeing and reduction in SEMH based incidents from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> a return to the participation in extra-curricular activities, particularly among disadvantaged pupils. YTLs to ensure participation qualitative data from student voice, school council, student and parent surveys, report tool for SEMH demonstrating a reduction in number of incidents and teacher observations high levels of engagement in personal development programme, excellent behaviour and attitudes demonstrated by students at all Keys Stages evidenced through use of learning walks, lesson observations and AIM monitoring system
<p>Challenge number 5 Improving attendance of all groups and ensuring access to the curriculum is always available</p>	<p>Hybrid teaching available in most subjects Any student self-isolating has IT access in the home environment</p>

	<p>Year Team Leaders chasing attendance to 96% excluding attendance based on Covid-19</p> <p>By 2024/25 attendance of disadvantaged will remain above national average and have closed the gap with internal peers.</p>
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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

Budgeted cost: £ 38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Lucid Exact, AR & Mathaletics	<p>The EEF report highlights Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p>	1
Additional PP tutors secured to provide intervention in Y9-Y11 in English, Maths and Science at lunch time	Additional small group intervention in groups of 3-6 and focusing on work completed in lessons that week improve knowledge and understanding of work	3
SLT mentoring of Year 11 PP students	Each SLT to mentor 3 Year 11 throughout the year, helping direct them towards their GCSE examinations, prepare them for KS5 and ensure they are equipped	3
Pupil Premium Leader to support identification of students in KS3 requiring additional intervention	It is important that when buying into the Assessment packages we also rigorously analyse the data. Pupil Premium Leader is assigned to support this process and lead intervention with disadvantaged students.	1

Fund additional PP tutors to support Breakfast clubs in English, Maths and Science	Managed by the Pupil Premium Leader to identify students and staff and arrange 'Breakfast'	2 & 3
Fund small group teacher for students more than 3 years behind to reduce class size and improve rate of gap closing	Creation of smaller classes in English and Maths to boost personalised literacy development.	2 & 3

Targeted academic support

Budgeted cost: £ 37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Private tutoring offered to Y10 and Y11 PP students on a subject until the end of an academic year. With 20+ taking a subject each year	The EEF demonstrates the enormous impact of 1:1 tutoring. Students are targeted based on performance and intended goal for KS5. Utilising staff at school who know the student and can map the work to school based activities.	2 & 3
Additional 1:1 literacy intervention support for identified students with reading age below 9	Due to the impacts of COVID-19 we have more students requiring additional support. The additional SENCo brought in and working 1:1 funded by Pupil Premium will provide support for disadvantaged students	2
Small group Tuition English and Maths in Y7 and Y8	Literacy and Numeracy intervention first thing in the morning with a hot breakfast prior to school starting. 90% uptake in Year 1 and 18month increase in age reading in 12 months	2 & 3
Small Group tuition in Y9 – Y11 in English, Maths and Science	Additional support in small groups (4-6) on core subjects. This will offer lunchtime targeted support for disadvantaged supporting weekly work and facilitating KS5	2 & 3
2:1 tutoring in Humanities, sciences in Y11	Additional focus paired support on facilitating subjects. This will offer after school targeted support for disadvantaged students in other core subjects facilitating KS5	2 & 3
Incentivised Reward during Y9-Y11 targeting students achieving	Reward is an agreed strategy by EEF and schools that incentivises performance. This strategy offers Y9 – Y11 students who stay on target in	3

school based Minimum Achievement Grades	English, Maths and Science a tangible reward that the school will acquire for them. This technique drives performance and ensures student engagement levels are high.	
Revision guides, materials, laptop, space to revise in a supported environment and structured plans	Supporting the revision space after school allows disadvantaged students to ensure they revising correctly. This will also support students who are struggling due to a Covid-19 gap appearing	3

Wider strategies

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling for identified students with SEMH issues	CBT intervention up to psychodynamic counselling all have clear impact in supporting student emotional skill level and reduce depression and signs of anxiety (EEF)	4
ELSA role supported for SEMH in KS3	As above but with additional group dynamic of reduction in isolation and feelings associated with this	4
Appropriation of administration team member to support attendance work with disadvantaged students and families	Attendance during the pandemic has demonstrated gaps nationally and keeping families engaged is a priority in order to ensure results and student engagement in their own future	5
Personal Development Bursary roles to support engagement and wellbeing	Mindfulness, emotional literacy, emotional intelligence, engagement with the NSB and wider world, supporting cultural, financial and other divides – these reduce conflict and behavioural incidents	4
Residential, music peripatetic lessons, school club access for clubs that require additional cost, subsidies to support engagement in activities	NSB programmes have always ensured participation and engagement are high. Disadvantaged groups engagement would normally be lower in some of these areas but with support the participation remains close to non-disadvantaged students at NSB	4 & 5
Sports teams – disadvantaged students joined in a school team and given all facilities to	Immediate engagement in Year 7 with a plan to avoid drop out rate. Understanding Teamwork and participation over outcomes.	4

ensure engagement inclusive of transport		
Mentoring work - related to behavioural incidents leading to specific interventions to reduce incident frequency led by specialist support staff	Identification of incidents and succession of incidents through Year Team Leaders and Pupil Welfare Panel analysis. Targeting interventions and tier of intervention to ensure barriers between school and student are removed and engagement in their educational process is high	4 & 5

Total budgeted cost: £ 132,000

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 2020 to 2021 academic year.

<p>Internal data for disadvantaged students at Northampton School for Boys continues to demonstrate they make good progress that is significantly above boys nationally. The school remains very proud of the progress and the attainment of all of its students. Data from internal teacher assessed grades demonstrate that disadvantaged students would have achieved a progress score in the region of +0.66 (National target line from 2018) in 2021. This is an increase on the progress made by disadvantaged students in 2019 but is in line with the three year average of +0.41 when considering each score within the range.</p> <p>Internal data within the school indicates the model of intervention for disadvantaged students is demonstrating an increase on scores year on year and this is becoming validated by additional materials scrutinising developments individually and as a cohort against all non-disadvantaged students at NSB.</p>
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Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	In the last 3 academic years there has only been 1 or none in each year. Service children are given all the entitlements of other Pupil Premium students at NSB

What was the impact of that spending on service pupil premium eligible pupils?

The progress of this limited number of students of service personal is in line with the all students at NSB and has outstanding progress. Behaviour and attitude of these individuals is also exemplary as a result of the support they receive