



# **Student Premium Report / Impact statement 2019-20 & 2020-21 & Pupil Premium Guide 2020-2021**

The effective use of pupil premium to close gaps in attainment at Northampton School *for Boys*

Review (New framework report released)

September 2021

January 2022

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### **Section A Introduction**

Our annual Pupil Premium guide explains how the pupil premium and pupil premium plus funding is spent in order to secure maximum impact in raising attainment and narrowing the gap for students vulnerable to underachievement and will track the development of our teaching and intervention approaches over time.

The document draws upon proven strategies and interventions delivered within the class and as separate strategies directly aiming to Narrowing the Gap.

Richard Bernard

**Headmaster  
Northampton School for Boys**

### **Impact statement/ Pupil Premium report**

#### **1. Pupil Premium Funding**

2019-2020 and 2020-2021 have been a turbulent 18month to 2 year period due to the Coronavirus Conid-19 pandemic and the progress of all the intended strategies may not have had the desired impact we would historically recognise over time, this is in part because they weren't able to be fully deployed as they were first intended, in 2019. As a result of the school closure in March 2020, the disadvantaged priorities were adapted, and some strategies utilised in school were put on hold so that the potential disproportionate effect of school closures on disadvantaged students could be minimised.

Northampton School *for Boys* continues to review the effects of the school closure, alongside the impact of the strategies outlined last year. As the school re-opened after the 3<sup>rd</sup> Lockdown initial reviews indicate that most of the strategies from last year that have evidence of showing progress will be carried forward with an awareness that sufficient time needs to be allocated to be able to measure the future impact in 2021-22. However, as the strategies are being reviewed any necessary amendments will be made so that they have the desired effect, considering the guidelines issued by the government for full school reopening.

A review has currently been carried out, with the following strategies prioritised to maximise the progress of disadvantaged students.

High quality teaching remains a consistent force in the determination to decrease the gap between disadvantaged students and their non-disadvantaged peers. Whilst over a 3 year trend this is positive against national figures, it remains an area of focus and staff are aware of their PP cohort and ensuring their success is maximised.

Targeted support in English, Maths and Science continue to prioritise disadvantaged students providing expert teaching through the strategic deployment of highly skilled teachers. This support is maintained through KS3 into KS4 with an additional focus in KS4 of smaller groups, targeted level-based groups and individual tuition across all key subjects where students have not made progress. The individual tuition over the past 3 years has

paid huge dividends in terms of progress and is in line with [Education Endowment Foundation](#) data.

### **Summer 2021 Examinations**

GCSE results show that disadvantaged students' attainment during last academic year despite disruption and loss of exams increased. Students made +1.078VA (Progress 8) in the disadvantaged cohort and this surpassed the best figure of 2018 +0.82VA P8.

As an indication this can be seen in the increase in the percentage of students achieving the basics measure, both in terms of the strong and standard pass. Disadvantaged students in English surpassed their non-disadvantaged peers with attainment data showing an APS of 5.65 for English all and APS of 6.1 for disadvantaged. Progress in English for disadvantaged was +1.49 and all areas in which tutoring was offered in small groups or individually and delivered in face to face or online demonstrated rapid progress and high APS's.

Specific reading interventions, including the Accelerated Reader programme for Year 7 and 8 students and assessment tools including Lucid exact continue to be utilised and adapted in light of government guidance. These literacy programmes form the core strategies to improve the low literacy starting points of students, particularly the disadvantaged cohort. These strategies continue to provide value for money, and whilst other schools have reported potential being unable to be calculated due to school closures the Lucid Exact measures show the targeted reading is ensuring students are largely staying in line with previous cohorts in terms of reading age, reading comprehension, and reading speed.

The Accelerated Reader programme now has a dedicated member of staff drawn from the Additional Intervention team who supports the English Team who are now jointly leading on the delivery of these lessons with the aim of providing a consistent approach to develop and deliver reading strategies at Key Stage 3. Additional reading 1:1 and in small groups has continued but only in bubble groups.

We have prided ourselves in achieving school based engagement through extra-curricular activities over the past few years and ensuring no barrier exists for students to play an instrument or take part in a physical activity or club. The pandemic has significantly inhibited opportunities to access this and in 2019-20 this had to be stopped due to pandemic restrictions and risk of infection. In 2020-21 we have seen students returning to extra-curricular and the re-engagement processes has restarted.

Making remote learning accessible to all students, particularly the disadvantaged students continues to take up a significant portion of time. The delivery of IT provision during lockdowns to enable disadvantaged students to access remote learning was a significant and expensive barrier to overcome and ensuring teachers focused on online attendance and Year Team Leaders chased non-attendance from March 2020 were large challenges. With continuing pandemic restrictions, lockdowns and isolations enforced by localised cases of Covid-19 the systems for supporting students to be able to learn in Hybrid lessons has required investment in money and time. Staff have delivered and installed Hardware and Software to enable students to access online lessons.

All staff and students were originally taught by AIM our school based software and in 2020-21 this moved to MS Teams. Staff and students have been trained to use the Microsoft Teams platform in order to set work when students are having to self-isolate. More recently some action research has been carried out as part of the remote learning contingency plan, where teaching has occurred remotely when staff have had to self-isolate in line with current government guidance. This has allowed the school to identify and trouble shoot any issues including future proofing the existing IT infrastructure. Students from PP backgrounds have attended in line with non PP students but this has been a process that started from a weaker position and has gained in strength.

The pastoral leadership of AIT, Form Tutor and Year Team Leaders are also providing a valuable service to disadvantaged families when students are having to self-isolate with regular communication and calls delivered on the phone or by MS Teams and in some cases referring them to local authority for support.

Support with Free School Meals moved from direct food parcels to Edenred eVouchers and then taking control of it within school and utilising Hugg eVoucher scheme. Where families are struggling and cannot leave their homes due to self-isolation food parcels have been provided, thus minimising the impact of vulnerable students missing out on their free school meals allocation as well and helping with reinforcing the public health messages. At NSB this has only affected a very small minority of students.

Attendance during the pandemic has remained very high when students are in school (Sept19-Mar20 96.4% all and 95.8% PP & Jan-March 2021 97.1% all and 96.2% PP) and measured by attendance to MS Teams lessons when delivered remotely is also exceptionally high (Jan 21-Mar21 94% all & 92%PP). Strategies for non-attendance and meeting on MS Teams with families of non-attenders taking place to ensure attendance.

Analysis of progress data from our years 7-11 shows that on average pupil premium students have previously started at a lower point (from the end of KS2) compared to the rest of the students who come to the school. In the past 5 years they have made significantly better progress than expected outcomes based on the KS2 starting point. The outcomes are far better than the National trend which has demonstrated a fall in performance between KS2 and GCSEs.

Allocation received:	for 2020-21
Total allocation PP:	£114,070
PP+:	£59,800

## **2. Pupil Premium Expenditure 2019/20**

The funding was targeted to raise the academic achievement of the students in the vulnerable and disadvantaged groups primarily through targeted individual and group intervention and through enhancing opportunities designed to maximise student potential both within and outside the curriculum.

We are delighted to report that the data shows that students who have engaged in the programme in 2019-20 have made more progress than students nationally and considerably higher than boys nationally.

Following our last statement we believe that students are in most years achieved in line with their peers at NSB and achieved well above the National average 'all students' and even more when national boys disadvantaged is the compared group. In 2018/19 the progress score was lower than normal but significantly higher than all boys national of -0.27. Overall figures of progress over a 3 year trend (2017-19) with a P8 +0.55VA for all students at NSB against -0.03VA for all state schools and (2017-19) P8 +0.41VA disadvantaged against +0.12VA for all state schools and -0.27VA for boys 2019.

In 2019-20 the COVID-19 figures were teacher assessed grades but PP and PP+ both closed the gap as a return to the previous VA figures over the past few years with P8 +1.08VA against internal NSB all of P8 +1.5VA

### **In 2019-20 students received support in the following areas (Direct and Indirect):**

Teaching staff and AIT were deployed to provide specific and additional targeted interventions to 'Narrow the Gap'. The focus of work was to maintain 3 levels of progress at least. This was delivered face to face and online where necessary.

- Subsidy for residential and other curriculum outreach activities 50% off cost
- £50 contribution to school uniform
- Subsidised music tuition 50% off cost for one instrument
- Lesson supplements including cookery 100% off
- Revision texts and extra materials for KS3 and GCSE examinations
- Additional 1:1 and small group tutoring in English, Maths and Science where the student was performing below target in years 9-11
- 1:1 Tuition in subjects in Y11 in which a student is deemed to be underachieving by SLT mentors
- Awarding vouchers to students who reach their targets in these subjects. The vouchers have enabled students to pay for additional support for their education and this has included extra 1:1 tuition, replacement uniform, access to extra-curricular opportunities and laptop computers
- Additional teacher mentors have been provided for students whose engagement in the 1:1 lessons have been less successful
- Academic Breakfast clubs introduced for Key Stage 3 led by subject specialists
- Senior Leadership Mentorship programme in Y11
- ELSA support in Y7

Specific examples of the support and interventions which took place and associated approximate costs include:

- Additional support time focussing on Maths and English with KS3 small group lessons in curriculum, Y9 small group teaching with some 1:1 teaching to 'catch-up' KS4 Y10/11 small group, focussed specialist staff, and/or 1:1 tutor £60,810.
- Individualised bespoke programme of interventions and mentoring delivered by LAC/PLAC specialist. Included catch up sessions with specific students requiring additional 1:1 Focused support £17,800.
- Mentoring to develop social and leadership skills – one on one support / counselling and mentoring was given to vulnerable students to enhance their social development and leadership skills and to provide tailored careers guidance for individual students - £14,800
- Trip / Residential Subsidies - curriculum and residential subsidies were given to prevent social exclusion and to help provide challenge for the most able - £2,200 Covid-19 affected figures
- Home liaison & admin – funding to target support work with families of vulnerable students particularly those who struggle to engage with the school - £22,525.
- Uniform Subsidies – subsidies for those facing financial difficulties so that school expectations can be fully met - £5,125.50.
- IT Equipment - specialist ICT equipment resources provided for students to enhance their progress - £8,400.70. Covid-19 pandemic increased this cost and during summer 2020 there has been additional cost which will be featured in 20-21 analysis to reflect infrastructure costs supporting students with home learning access.
- Additional lessons – additional resource to provide additional teaching groups which were smaller (average 4-5) allowing additional support for under-achieving students and for gifted and talented from disadvantaged group - £23,450.
- Music Tuition - subsidised music tuition for all abilities of disadvantaged students - £4,950.00. Additional Peri lessons restarted towards the end of 2020 and will feature in 20-21 figures with online peri support for one instrument.
- Revision Guides – to support academic progress being maximised for all abilities of students. Delivered in October 2019 - £3270.00.
- Sports equipment – to support sporting potential of most able students in the vulnerable groups - £3,200.
- The library shop was used for additional equipment £410.00.
- Breakfast club (with additional Literacy and Numeracy lesson) for KS3 Y7 and KS4

- Face to face teaching in the summer term £ 4250.00
- ELSA support £2,700

### 3. Student Premium Attendance over time

Attendance during the pandemic has remained very high when students are in school (Sept19-Mar20 96.4% all and 95.8% PP & Jan-March 2021 97.1% all and 96.2% PP) and measured by attendance to MS Teams lessons when delivered remotely is also exceptionally high (Jan 21-Mar21 94% all & 92%PP). Strategies for non-attendance and meeting on MS Teams with families of non-attenders taking place to ensure attendance.

### 4. Impact of funding on educational achievement for disadvantaged students – 2019/20

We are delighted to report that the data shows that students who have engaged in the programme in 2019-20 have made more progress than students nationally and considerably higher than boys nationally.

Following our last statement, we believe that students are in most years achieving in line with their peers at NSB and achieving well above the National average all students and even more when national boys disadvantaged is measured. In 2018/19 the progress score was lower than normal but significantly higher than all boys national of -0.26. Overall figures of progress over a 3 year trend (2017-19) with a P8 +0.55VA for all students at NSB against - 0.03VA for all state schools and (2017-19) P8 +0.4VA disadvantaged against +0.12VA for all state schools.

2019/20 Was a Covid-19 affected year with **no national comparisons**, but students performed exceptionally well through Teacher Assessed Grades and Centre Assessed Grades

In 2019-20 the COVID-19 figures were teacher assessed grades but PP and PP+ both closed the gap as a return to the previous VA figures over the past few years with P8 +1.08VA against internal NSB all of P8 +1.5VA

#### **2019/20**

#### **Attainment Key Stage 4 GCSE Disadvantaged students**

#### **Progress 8**

#### **Overall**

National all suspended due to Covid-19

National Boys progress 8 suspended due to Covid-19

NSB all students P8 +1.51

NSB Disadvantaged P8 +1.08

Attainment 8 score all state secondary suspended due to Covid-19

Attainment 8 score NSB all 65.23

Attainment 8 score Disadvantaged all state secondary suspended due to Covid-19

Attainment 8 score Disadvantaged NSB 56.52 (national all 3 year trend 47.5)

#### **Mathematics element:**

Northampton School *for* Boys disadvantaged: Score +0.95 (*expected better than National and National Boys*)

Northampton School *for* Boys all: Score +1.22 (*expected better than National and National all Boys*)

#### **English element:**

Northampton School *for* Boys disadvantaged: Score +0.85 (*Expected better than National and National Boys*)

Northampton School *for* Boys all: Score +0.96 (*Expected better than National and National all Boys*)

#### **2018/19**

#### **Progress 8**

National state all -0.03 (3 year trend)  
National Boys P8 -0.26  
NSB all students P8 +0.52  
NSB Disadvantaged P8 -0.11  
Attainment 8 score all state secondary 46.7  
Attainment 8 score NSB all 58.4  
Attainment 8 score Disadvantaged all state secondary 47.5  
Attainment 8 score Disadvantaged NSB 44.5

### **2017/18**

#### **Progress 8**

National state all -0.03 (3 year trend)  
National Boys P8 -0.26  
NSB all students P8 +0.66  
NSB Disadvantaged P8 +0.82  
Attainment 8 score all state secondary 46.5  
Attainment 8 score NSB all 59.1  
Attainment 8 score Disadvantaged all state secondary 47.5  
Attainment 8 score Disadvantaged NSB 53.9

### **2016/17**

#### **Progress 8**

National state all -0.03 (3 year trend)  
National Boys P8 -0.26  
NSB all students P8 +0.49  
NSB Disadvantaged P8 +0.51  
Attainment 8 score all state secondary 46.3  
Attainment 8 score NSB all 58.80  
Attainment 8 score Disadvantaged all state secondary 47.5  
Attainment 8 score Disadvantaged NSB 51.9

## **Section B**

### **Pupil Premium and narrowing gaps in attainment**

Pupil Premium is a funding model to support highlighted students who are perceived to potentially require additional support to maximise their potential. All schools receive grants to support students who are Looked After (LAC) previously looked after (pLAC), are in receivership of Free School Meals or have been within 6 years (FSM & FSMever6) and who are Children of Service Families. The grant is non-specific and is not ring-fenced. The grant is able to be spent at the school's discretion with the aim being to improve results for student's subject to Pupil Premium and Narrow the Gap between Pupil Premium students (PP/PP+) and their non-PP peers. The exception to this is LAC funding which is conditionally agreed with the Local Authorities representative 'Virtual School'.

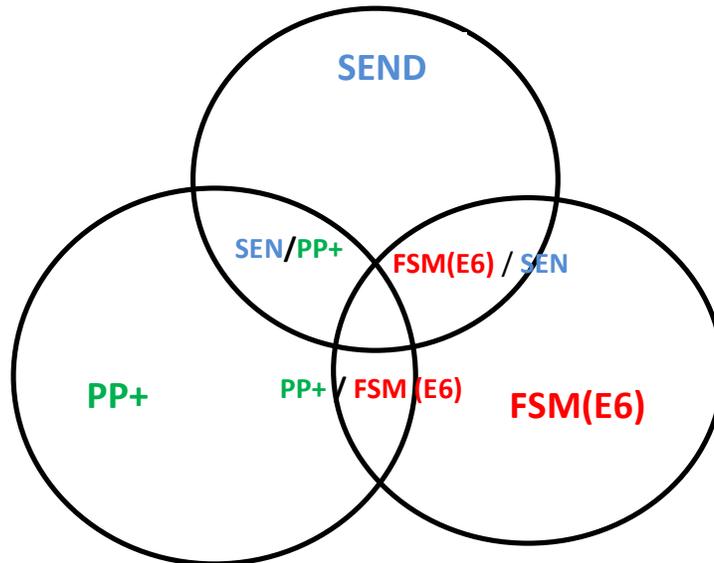
Students of secondary school age are less likely to be registered for Free School Meals even when they are eligible and so are more likely to be picked up by the 'ever six' approach. It is worth noting that many students claiming FSM will also fall into other groups vulnerable to underachievement and in planning effective and targeted intervention that will maximise the impact of this new resource we aim to map the range of needs within our student population.

#### **Vulnerable groups: whole-school approach.**

At Northampton School *for Boys* we plan an integrated approach to meeting our student's needs. To facilitate this process, we use provision maps, spread sheets, Venn diagram and other formats to map students in the vulnerable categories and track their progress. This is completed at whole school level, by year and by individual student creating a tailor made bespoke programme for each student.

The following Venn shows the Free School Meal group (FSM) mapped against two other key areas: Special Educational Needs and Disability (SEND), Looked After (LAC).

(Note: The circles do not represent cohort population)



In addition, the school wide SEND provision map and “AIT Policy” document aim to ensure that all students with additional needs are catered for whilst trying to ensure that finite resources are deployed effectively and interventions are not duplicated.

We know that good teaching can, and does, narrow gaps in attainment. However, there is now evidence that clearly demonstrates that to improve outcomes for learners vulnerable to under achievement, effective schools should develop personalised provision linked to effective planning, specialist pedagogy, good day-to-day assessment, and appropriate, targeted intervention.

### **Pupil Premium Reporting rationale**

**When reporting on the use of Pupil Premium, we consider the following factors:**

- Progress
- Attainment
- Quality of Teaching and Learning
- Wellbeing and pastoral care

### **Pupil Premium Accountability**

In reporting on the use of Pupil Premium, we ask ourselves the following questions:

- What does our school’s student progress tracking information tell us about any differences in progress and attainment between disadvantaged and non-disadvantaged students compared with other schools in the area, in the authority, and nationally?
- How effective are the interventions put in place at narrowing attainment gaps between disadvantaged and non-disadvantaged students?
- How effective are the interventions the school has used to narrow gaps in attainment for vulnerable learners?
- How does the school share progress information with all parents?
- How is the school linking with other agencies in the private and public sector to help children and families with other/ wider issues?

- Is our administration team familiar with the systems established by the LA for claiming free school meals and can they handle parent enquiries in an appropriately sensitive manner?

### **Eligibility for Pupil Premium**

Whilst conditions of grant have changed over time they now include Disadvantaged, Service Children in the initial grant, pLAC in an additional fund and LAC delivered by the Local Authority in line with targets set through Personal Education Plans.

In 2012-13 our allocation was £61,677 and in the following years it rose to £108,481 and £116,875; in 2015-16 our budgeted allocation rose to £144,925; 2018-19 the total budget of Conditional Grant Funding was £177,882; 2019-20 we were allocated £177,070 PP/PP+(ESFA).

### **Free School Meals (Deprivation Pupil Premium)**

From 2015/16, different rates of Pupil Premium have been paid to children from deprived backgrounds, defined as a child who has been entitled to FSM at any point in the past six years (i.e. "FSM 'Ever 6'"). The value of the FSM pupil premium (Deprivation Pupil Premium) has risen from £900 to £935 in 2014-15 and remained so for 2015/16, 2016/17, 2017/18 & 2019/20.

**In 2020-21 the grant increase is £955 per student**

At Northampton School for Boys Pupil Premium make up 12% of the school roll.

### **Looked After Children (LAC) and Pupil Premium Plus (PP+)**

It is important to recognise from 2014/15 for Looked After Children the following was applied: a specific "Pupil Premium Plus" was introduced, thereby breaking the link between the pupil premium for children from deprived backgrounds and Looked After Children/Previously Looked After Children (PLAC).

From 2014/15, the rate of pupil premium for Looked After Children rose to £1,900 from £900 in 2013/14; In 2018/19 the figure rose again to £2,300 issued to the Virtual School by the EFA for each LAC child.

**In 2020-21 LAC and PLAC increase is £2345**

Funding for LAC are sourced differently and Local Authorities in charge of LAC through Virtual Schools support students in a variety of models that do not always mean the total funding is at the school's discretion to spend. In Northamptonshire schools and academies apply for supported funding at the beginning of an academic year through a Planning Statement on each child to fund support for LAC students. With the Unitary split in Northamptonshire there are to be no changes in provision of funding through Virtual School.

### **Children of Service Families**

In the new funding arrangements some pupil premium funding is also available for the children of armed services personnel who are in receipt of a Ministry of Defence pension. Service children – many of whose parents are risking their lives for their country – face unique challenges and stresses. Funding for service children remains at £300 per annum. Currently, at Northampton School for Boys, there is an extremely low incidence of Service Children.

### **How is Northampton School for Boys accountable for the Pupil Premium?**

***"The Pupil Premium for disadvantaged students will provide additional funding specifically linked to disadvantaged students, with the primary objective of boosting their attainment..."***

*(White Paper 2010)*

Schools are free to spend the pupil premium as they see fit. However, the DfE are clear that schools will be held accountable for how this additional funding to support students from low-income families and from service families is used. As a school we utilise the Education Endowment Fund's Pupil Premium guide to influence our planning and decision making.

We follow five key objectives:

1. Curriculum: to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers
2. Teaching and Learning: to further improve teaching and learning across school and for targeted cohorts
3. Wider Outcomes: to provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom
4. Attendance: to implement strategies ensuring the attendance of PP remains in line with non PP students
5. Behaviour: to implement strategies to ensure the exclusion of PP students remains low

### **Closing the FSM claim gap**

At NSB we monitor the percentage of FSM students.

If there is a gap between entitlement and registration, we consider the following action:

- Sending a general letter home encouraging parents to enquire about eligibility.
- Briefing administration staff about the application process in order to make applications as simple as possible.
- Placing information on the school web site, in the entrance area and in school newsletters.
- Offering parents confidential support in making a claim.

### **Y7 & Y8 Breakfast club**

We introduced in 2015-16 a breakfast club for Y7&Y8 students who attended from 7:45am twice per week. Following the first year of great success in terms of rapid progress we have run Breakfast clubs each year to support Catch-Up projects.

The students have a free breakfast from the restaurant and then attend an academic Literacy or Numeracy lesson or in Y11 English, Maths or Science lesson prior to school commencing. This continued in each year with Covid-19 terminating 19-20 projects.

Disadvantaged students in Year 7 and 8 are invited to attend Numeracy and Literacy Breakfast clubs where a free breakfast is offered with the early morning pre-school lesson.

### **Y11 Breakfast Revision club**

At Northampton School *for Boys*, we introduced a free breakfast for FSM students in Year 11 arriving early to prepare for examination work, which has been very popular. There will be additional Breakfast GCSE groups when Covid-19 restrictions allow.

We work with our catering team to do the following:

Menus - offering nutritious & appetising meals that all children will want to eat.

Menus are carefully prepared with a meal, drink and desert having a rounded off cost to ensure FSM students can have a full meal with a Meal Deal to ensure FSM students and FSM(Ever6) students can always have a lunch. This is also offered at break time to allow for additional lunchtime intervention attendance.

### **Lunch service**

- Children entitled to free school meals – We do not give children having free school meals a special dinner ticket or token. We operate a cashless catering system that is discrete and avoids stigma.
- Queuing – We try to operate a fair system which keeps queuing to a minimum.

- A social time –We encourage our students to sit together and share a meal.
- Staff – We encourage school staff to eat with students. It can help boost the confidence of shy or younger children and creates a positive atmosphere.
- Pricing - Prices are coded clearly so free school meal students know exactly what meal options they have, to avoid confusion or embarrassment at the till.
- Stay-on-site policy -We have a stay-on-site policy, as this helps encourage those entitled to a free school meal to stay on site and eat their meal. Allowing students to leave school at lunchtime reduces this likelihood.
- Cashless Catering - Cashless systems remove the need for cash transactions in the dining room, service points and some vending machines. When students are not using cash to pay for their meals, it is easier for free school meal students to remain anonymous, as paying parents can send cheques to the school office or pay online and swipe cards and biometric systems are implemented at the counters.

### **Interventions that make a difference that are utilised heavily at NSB**

- Working with a qualified and experienced teacher with the confidence to adapt and differentiate their sessions to meet the learning needs of the individual student. Utilising our own staff rather than an online resource.
- Working with a qualified and experienced intervention specialist can be more expensive than with a TA, but they take responsibility for the sessions and the students they work with, and are able to plan and resource their work with little direction.
- Quality time
- Working one to one

There are clear advantages to being able to work with one student or one teacher/intervention leader. Students are more open about their difficulties. Students have their own space and are not having to compete for attention. The sessions are completely focussed on the needs of the student, both in terms of curricular targets and also their needs as a learner in more general terms. It is hoped that that the first and most significant change for students who have had tuition is an increase in confidence and self-esteem.

### **Year 7 ELSA support**

In Year 7 students will have a ELSA support their transition to secondary school and this is particularly needed within the PP and PP+ groups.

### **Mindfulness Year 11 exam preparation**

During Year 11 our disadvantaged students work with a Mindfulness worker to in small groups to prepare and train their working mind to cope with exam stress and delivering potential.

### **Literacy and numeracy interventions that work**

The following section comprises ***suggestions and examples only***. The actual format of booster/ similar provision is determined by the Director of Inclusion, SENCo, English Team Leader, Science Team Leader and Mathematics Team Leader. Provision maps are in place to deploy finite resources to ensure that students are supported effectively.

**The overriding strategy is that we start early but layer up support. Typically, students in Y7 will have significantly less intervention that places additional stress on their time and enjoyment of school but quickly develops with additional interventions coming in line with internal assessments.**

The following outline for literacy and numeracy provide an example overview of some of the significant Wave 3 programmes which have been shown to be successful both locally and nationally.

All the Wave 2 and 3 programmes below require specific training for teachers and often Support Staff need to convert to Specialist Intervention Roles. At Northampton School *for Boys* our Support Staff are now all specialists relative to identified need.

### Example Literacy provisions

Wave 1	Quality First Teaching 'Dyslexia friendly classroom' Accelerated reader Guided Reading/Writing Support for writing materials	Support the majority of children in a class
Wave 2	Group interventions Early Literacy Support Set $\frac{3}{4}$ English support lessons Summer Schools KS3 Easter Revision Classes KS4	Just below average
Wave 3	1 to 1 teaching Lucid testing Catch Up Literacy (focused on need) CPG Spelling LDA Reading Scheme Toe by Toe Catch Up Summer Camps In KS3 and KS4	Struggling     Lowest attaining

### Example Numeracy provisions

Wave 1	Quality First Teaching 'Dyscalculia friendly classroom'	Majority
Wave 2	Group interventions based on Overcoming Barriers materials, Set $\frac{3}{4}$ Maths support lessons Easter Revision Classes KS4	Just below average
Wave 3	My Maths 1:1 1 to 1 teaching Matheletics Basic Skills Focus Tutoring 1:1 Catch Up Summer Camp KS3 Breakfast Club Literacy /Numeracy	Lowest attaining Struggling

### Additional Intervention strategies at Northampton School *for Boys*

Where additional intervention is required with secondary school students, carefully managed and evaluated strategies have been proven to have the greatest impact. AT NSB these might include:

- Students encouraged to take advantage of a range of out-of-lesson support; both in identified groups and individually. E.g. Additional Lunchtime catch up lessons for students not maintaining target levels.
- A range of carefully tailored interventions made available, including maths club, catch up sessions, one to one tuition, small group and 1-1 withdrawal, Matheletics (a computer programme available to all students in and out of school, monitored and supported by teachers) and additional on line lessons.

- Where possible overstaffing to enable a range of targeted Wave 2 intervention to be deployed within KS3
- An effective mentoring system can also help towards student progress.
- Intervention specialist leaders, staff mentors & student mentors providing support for personal organisation skills. Motivational mentors and activities aimed to raise students' career aspirations.

### **A targeted approach to supporting secondary-age students**

The strategy set out below can help narrow gaps in attainment.

#### **1. Identify target students- Pastoral Deputy Headmaster / SENCo/ Intervention Team Leaders**

The DH, SENCo & Curriculum Team Leader, with others in the Additional Intervention Team, identifies a target group of students who require intervention. The priority group for intervention are students who:

- are below the level expected for students of their age
- have identified slippage against targets
- have the potential to reach the expected level.

The NSB Team plans strategically for a programme of intervention for these students that might include tailored teaching in main lessons and additional programmes where these are appropriate.

#### **2. Identifying students' learning needs**

The Curriculum Team Leaders collaboratively with the DH and SENCo work with other teachers to review the assessment information available for the target students and to identify their learning needs. The available information may be detailed and diagnostic, or less so. In either case, DH/SENCo will help to identify clearly the appropriate next steps in students' learning. Identifying the next steps in learning for students has always been at the heart of good teaching, but it isn't always easy

#### **3. Set curricular targets and allocate students to programmes**

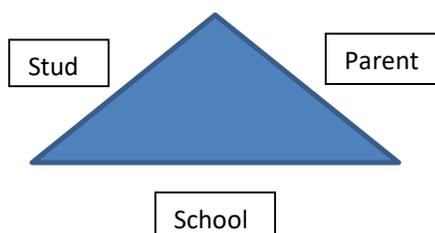
Curricular targets for students are identified in the Provision Maps and these are agreed with and communicated to all teachers if required. Students are allocated to intervention programmes that match their needs. Students identified for intervention will be monitored and assessed throughout and will have a formal assessment at the beginning and end.

#### **4. Differentiated Teaching**

Taking account of curriculum targets, teachers tailor their teaching to help the target students make faster progress. Teachers and AIT staff deliver packages and use the curriculum targets to focus their support.

#### **5. Involve other adults in support**

The support of other adults is critical to the success of the intervention process. Who might offer support? Parents are a vital part of the triangle of success at Northampton School *for Boys*. How will you measure impact?



#### **6. Evaluate and review**

The Additional Intervention Team and Curriculum Team Leaders monitor and evaluate the impact of the intervention programmes in order to:

- assure students' progress
- identify and develop best practice in learning and teaching.

The outcome of this review process will mean a return to point 1 and/or other points on the road.

### **Use of the pupil premium to raise the attainment of looked after children (LAC)**

Looked after children (children in care) represent the full range of ability and achievement in the student population. There are also a number of significant barriers including attachment based issues that require additional support to enable them to best succeed in school.

### **The role of the governing body**

The governing body must ensure that the Designated Senior Leader is prepared and able to fulfil his/ her duty.

At Northampton School *for Boys* Governors receive an annual report from the Designated Senior Leader which contains the information regarding the progress of looked after children in the school. The Link Governor for LAC also meets on a more regular basis to examine interventions and progress.

The governing body and Senior Staff should act on any issues raised so as to support the Designated Senior Leader and maximise the impact of the role.

### **The role of the Designated Senior Leader and Designated Teacher within the school**

At NSB we utilise a team to enable support for PP+ students with two Senior Leaders and a designated member of AIT supporting PP+ students

- The DSL should have lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve.

The DSL & DT should:

- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children
- make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for ensuring the development and implementation of the child's personal education plan (PEP) within the school – DT responsibility

Use of the Pupil Premium to help the DT and other school staff achieve good outcomes for looked after children will depend on the circumstances for each child.

***If you would like further advice on supporting Looked After Children please contact Mr Matt Kneeshaw, Deputy Headteacher or Mr Craig Armstrong, Assistant Headteacher***

### **The pupil premium and Physical Education and school sport**

In January 2012 the government launched 'Creating a sporting habit for life', a new youth sport strategy. The key educational pillars of this strategy are:

To inspire a generation of young people to take up sport as a habit for life;

To build a lasting legacy of competitive sport in schools;

Improving links between schools and community sports clubs.

For some children and young people to participate confidently and enjoyably in regular PE and sport remains a barrier to climb. The pupil premium offers schools the opportunity and flexibility to allocate funding where it matters most. *'We know a good education is the key to improving young people's life chances, to enable them to progress into adulthood with the skills and confidence for success. The Pupil Premium will provide schools with the resources*

*with which to address inequalities in the system and raise the attainment of those students from low income families'. (DfE) As part of that 'good education' it is worth every school considering the opportunities available in sport to break down some of these inequalities.*

At Northampton School for Boys we have an award winning PE department that many students including PP and PP+ have taken an active role within. Many of these have bought into the philosophy of success and have represented the school at the highest level and on occasion the highest platform for that sport.

We actively utilise the following strategies to improve engagement and 'buy in':

- A donation towards a sports kit to take part in an activity held on the school site after school or during school hours;
- Purchasing a piece of sports equipment so that the young person can participate safely, confidently and appropriately in a sports club;
- Contribution towards transport to a game, match or activity;
- Buying in a specialist coach for a term/half term to work with a targeted group of children and young people;
- Organising a trip to a sporting event for a targeted group of students;
- Organising C, D, E teams so that everyone has an opportunity to participate in competitions against other schools, not just the 'elite' performers;
- Organising partnership sporting events, linking up with other local schools and pool a pupil premium amount to widen opportunities and quality and develop a sustainable model;
- Contributions towards residential trips with a sports focus
- Supporting whole school's events where all students benefit from equal opportunities to participate;

### **Final note on and planning for 2021-22 2020-21 & 2021-22**

In-school barriers (issues to be addressed in school, such as poor literacy skills)

- Disadvantaged students are above national disadvantaged boys and over several years performing well against national "other", however as a school the internal gap remains a focus for 2020-21 and 2021-22, PP of Low and Middle Ability.
- Disadvantaged young students is a focus for 2020-21 and 21-22 with the internal gap expected to grow based on national reporting. School staff to ensure it narrows at NSB.
- Mitigate the pandemic impact on disadvantaged students due to lost learning & lack of engagement in distance learning. 'If we wanted to design a curriculum and mode of delivery that would disadvantage the disadvantage, then distance learning would be it' Dan Nicholls-Director of Education-Cabot Learning Federation. 'Projections suggest that school closures will widen the attainment gap between the disadvantaged students and their peers-reversing the gains made in closing the gap since 2011 and widening the gap by as much as 36%'
- EEF (Education Endowment Foundation)
- Attendance and persistent absence rates for disadvantaged students is better than national disadvantaged, however as outlined by the EEF, there is a risk that high levels of absence due to the pandemic it poses a particular risk for disadvantaged students. There will therefore be a focus on ensuring PP and PP+ attend regardless of an obstacle.
- Parents are generally supportive of Northampton School for Boys and good relationships are fundamental to our success. The work done with families, where needed, allows us to raise aspirations, increase engagement and support transition at all levels. However, a reinvigorated focus on 2021-22 will focus the times of transition later in school to ensure students are striving academically towards their targets.