

# Pupil premium strategy statement – 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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	1680
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021 (updated Dec2022 and Dec2023)
Date on which it will be reviewed	December 2024
Statement authorised by	Richard Bernard Headteacher
Pupil premium lead	Matt Kneeshaw Deputy Headteacher
Trustee	Mary Kay

## Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£123,080(+£40,970 PLAC)
Recovery premium funding allocation this academic year	£40,572 (see supporting document for allocated spend)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£163,652 (+£40,970PLAC)</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### 2023 results

Overall Progress 8 for Disadvantaged students at NSB -0.15VA (18 students) with overall VA for all boys in Y11+0.6. ALL England Boys -0.17. Disadvantaged ALL England Boys students -0.42VA. NSB disadvantaged boys outperformed Disadvantage boys Nationally and ALL boys nationally.

Attainment 8 profile NSB disadvantaged 51 vs England disadvantaged A8 37 and a England non-disadvantaged Boys of 43.9; 5 or above in English and Maths NSB disadvantaged 70% against National 29.5% and an England ALL Boys 43%

### 2017-19 results (Previous 3 year trend)

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.

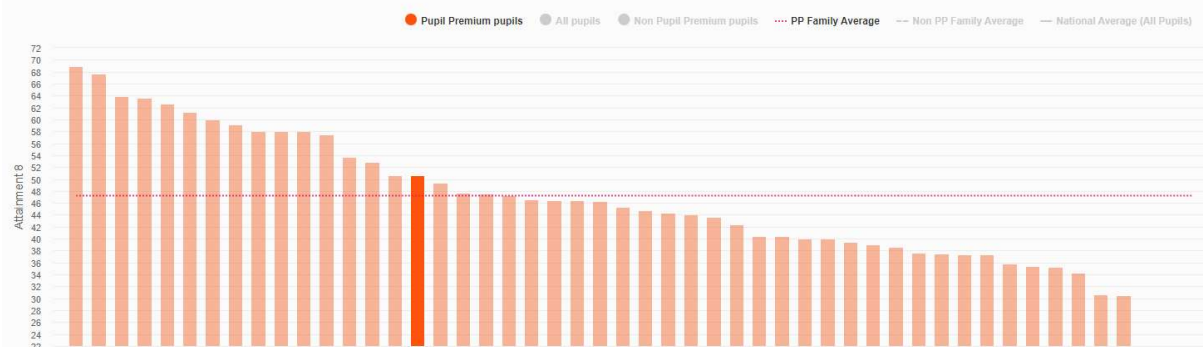
In 2019-20 & 2020-21 (COViD-19) the figures were teacher assessed grades but PP and PP+ both closed the gap as a return from 2019 to the previous VA figures over the past few years with P8 +1.08VA (against internal NSB all of P8 +1.5VA). Our data against similar family of schools on the EEF Family of Schools in Progress and Attainment is positive for 2019 but was stronger in 2018 and 2017.

### Results below from 2017-19

#### 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).<sup>©</sup>

Change data view



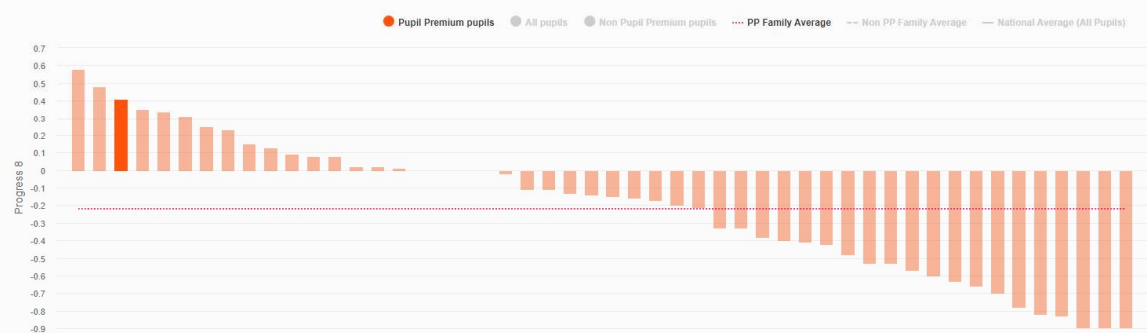
### 2023 Headlines within school

	Pupils	Average GCSE Grade	Average GCSE Value Added	English (best) Grade	English Value Added	Maths Grade	Maths VA	Attendance
All Pupils	212	5.6	+0.6	6.1	+0.8	6.2	+0.7	95%
Male	212	5.6	+0.6	6.1	+0.8	6.2	+0.7	95%
Higher	80	6.9	+0.7	7.2	+0.7	7.6	+0.8	96%
Middle	103	5.1	+0.6	5.8	+1.0	5.7	+0.8	94%
Lower	22	3.1	+0.3	3.7	+0.4	3.2	+0.3	93%
FSM6	18	4.9	-0.2	5.3	-0.1	5.8	+0.2	91%
Not FSM6	194	5.7	+0.7	6.2	+0.9	6.2	+0.8	95%

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Change data view



During the COVID pandemic there was a lack of robust external assessments making it difficult to pinpoint which students required the most support and in which areas. NSB has placed 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 are at the heart of our approach prior to KS4 when attention turns to each individual subject studied at GCSE. A high-quality level of 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 our student's mental wellbeing. A focus on supporting students with their wellbeing and SEMH needs we believe will also translate to academic success.

We understand the importance of having an individualised and adaptive approach to supporting each disadvantaged student. We are proactive and responsive to the challenges faced by vulnerable students, for instance those who are young carers or have a social worker. At a time where there is a cost-of-living crisis, we understand the importance of supporting our wider community so all can thrive.

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 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	With and initial lower general start point from KS2 results and progress in Maths, English and Science in KS3 is slower in disadvantaged students this can present behaviourally and in terms of engagement in KS3
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. Need for mitigation of Covid related experiences and socio-economic factors by the cost-of-living crisis to ensure students have equity within the year group.
5	Our disadvantaged pupils have on average lower attendance when compared to non-pupil premium peers. Lower attendance to school has a damaging impact on students' attainment.  Despite our pupil premium attendance being above the 84.9% National Pupil Premium attendance last academic year, we recognise that there was a 3% gap between pupil premium and non-pupil premium peers in school last academic year. It is important that we close this gap not only for academic reasons, but also to support the wellbeing of our pupil premium student body.

## 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
Challenge number 1 Improve our understanding of the knowledge gaps for our disadvantaged students	<p>Between 2021-22 obtain internal data through assessment on the GAP in school for our disadvantaged students.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Curriculum Team Leaders and SLT will scrutinise data and trends internally and when available against historic and external examples.</li> <li>• Each team will have a stepped model to ensure knowledge is</li> </ul>

	understood and 'how to' ensure progress for their subject is in place.
<p>Challenge number 2</p> <p>Improve English attainment for disadvantaged pupils across all key stages.</p>	<ul style="list-style-type: none"> <li>• Internal assessments and GCSE exams papers will show that the gap between disadvantaged pupils and their non-disadvantaged peers is closing in English.</li> <li>• Targeted intervention and personalised tuition will be utilised to close the in-school gap and Covid related gap – attendance to these is high.</li> </ul>
<p>Challenge number 3</p> <p>Address the Progress rate for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensure participation and engagement in extracurricular KS3 activities is also high.</li> </ul>
<p>Challenge number 4</p> <p>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"> <li>• a return to the participation in extra-curricular activities, particularly among disadvantaged pupils. YTLs to ensure participation and EVOLVE to monitor</li> <li>• 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</li> <li>• 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</li> </ul>
<p>Challenge number 5</p> <p>Improving attendance and ensuring access to the curriculum is always available</p>	<ul style="list-style-type: none"> <li>• Year Team Leaders monitoring / intervention to ensure attendance is a minimum of 96% excluding attendance. First day call for all PP 1<sup>st</sup> day absence.</li> <li>• Offer incentives for outstanding attendance</li> <li>• By 2024/25 attendance of disadvantaged will remain above</li> </ul>

	national average and have closed the gap with internal peers.
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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: £ 71,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued purchase of <a href="#">GL Assessment</a> material Lucid Exact, <a href="#">AR</a> & <a href="#">Mathletics</a> + qualified leader from AIT	The <a href="#">EEF</a> report highlights Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group  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	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 Intervention Leader from SLT to support identification of students in KS3 & KS4 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 and PP Intervention Leader to identify students and staff and arrange 'Breakfast' in Terms 5&6	2 & 3
Fund small group teacher for students more than 3 years	Creation of smaller classes in English and Maths to boost personalised literacy development.	2 & 3

behind to reduce class size and improve rate of gap closing	Cognitive, metacognitive and <a href="#">self-regulated learning</a> strategies have been highlighted as a stand-out 'component of high quality teaching' from the Education Endowment Foundation. It has potential to add 7 months' additional learning when utilised accurately.	
Professional development  National College membership and other bespoke training such as <a href="#">SSAT</a>  Instructional coaching	<a href="#">Effective Professional Development</a> should be used to enhance student outcomes in the classroom. <a href="#">National College</a> will be used in school to embed an evidence informed approach to the continuance of professional development. <a href="#">Instructional coaching</a> has the impact that it does because of its specificity and incremental nature. It also acknowledges that teachers need high levels of support to adopt new habits in the complex environments of their classrooms.	1,2 & 3

## Targeted academic support

Budgeted cost: £ 42,500

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	<a href="#">The EEF demonstrates the enormous impact of 1:1 tutoring</a> . 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 and cost of living crisis we have more students requiring additional support. The additional SENDCo 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	2 & 3

	<p>disadvantaged supporting weekly work and facilitating KS5</p> <p>Cognitive, metacognitive and <a href="#">self-regulated learning</a> strategies have been highlighted as a stand-out 'component of high quality teaching' from the Education Endowment Foundation. It has potential to add 7 months' additional learning when utilised accurately.</p>	
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 school based Minimum Achievement Grades	<a href="#">Reward is an agreed strategy by EEF and schools that incentivises performance.</a> This strategy offers Y9 – Y11 students who stay on target in 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.	3
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
Mental Health Practitioner to manage students with significant barriers or ability to access school and negotiate with families. Counselling for identified students with SEMH issues	<p><a href="#">Mental Health Practitioner and school led counselling</a></p> <p><a href="#">CBT intervention, Person Centred Counselling, Psychodynamic Counselling all have clear impact in supporting student emotional skill level and reduce depression and signs of anxiety</a></p>	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 during the pandemic has demonstrated gaps nationally and keeping families engaged is a priority in	5



attendance work with disadvantaged students and families	order to ensure results and student engagement in their own future	
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 ensure engagement inclusive of transport	Immediate engagement in Year 7 with a plan to avoid drop our rate. Understanding Teamwork and participation over outcomes.	4
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: £ 170,000**

## 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 2021 to 2022 and 2022 to 2023 academic year.

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.

In 2022 our disadvantaged students made excellent progress. The data released presented a P8 score of +0.42VA for our Disadvantaged boys. In 2023 a small cohort with significant barriers still exceeded Boys FSM6 progress.

This is in line with the progress made by disadvantaged students over our 3 year trend prior to Covid of +0.25 and far in excess of Local Authority all student score of +0.15VA or the National ALL students Disadvantaged of -0.55VA and worse estimated level for Boys only disadvantaged (2022)

Internal data within the school indicates the model of intervention for disadvantaged students is demonstrating impressive 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.

				National22	Outliers removed	National 23	Outliers removed
2021-22 Pupil Premium Outcomes	2021/22	2022/23		All	PP	All	PP
No of Students	27	23		N/A	23	N/A	21
Eng & Maths 5+	55.60%	70%		51%	62%	45%	74%
Eng & Ma 4+	76%	74%		71%	91%	73%	90%
Ebacc 5+	14.80%	17%		24%		20%	
Ebacc 4+	31%	30%		31%		28%	
P8 Score	0.38	-0.15		15%	0.46	0.17	0.12
A8 Score	53.11	50.8		50.20	58	46.20	56
In Education 2 terms	98%	97%		96%	98%	94%	95%

### 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 academic year 22-23 there are four students eligible. 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