

Pupil premium strategy statement – Norbury High School for Girls

This statement details Norbury High School for Girls use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This statement 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
Number of pupils in school	1192
Proportion (%) of pupil premium eligible pupils	29.1
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Markieu Hayden
Pupil premium lead	Milena Collins/Markieu Hayden
Governor / Trustee lead	Joyce Bosa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£392,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£392,175

Part A: Pupil premium strategy plan

Statement of intent

What is the pupil premium?

The pupil premium (PP) is a type of funding and the school receives the pupil premium each academic year from the government. The amount is determined by the number of students receiving free school meals (FSM) currently or within the last six years (Ever6), the number of looked after children (LAC) within the school and the number of previously looked after students who have been adopted from care. The government provides this funding to ensure that these students achieve as highly as possible and in line nationally with their non-pupil-premium peers.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achievements across the curriculum. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers.

We are considerate of the challenges faced by vulnerable students - such as those who are refugees, are young carers or have been assigned a social worker – and the activities we have outlined in this statement are also intended to support their needs.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Around 30% of our school population are currently pupil premium students (in line with the national average in schools with similar demographics) crises and the increased number of refugees and families with no recourse to public funds attending school with no support from the local authority or social care.

The pupil premium is used at Norbury High School for Girls to provide three things. Firstly, it is used to improve inspiration and motivation for learning, engagement and buy-in to the school; secondly, it helps to support students accessing and enjoying a broad range of educational experiences, breaking down barriers; and, finally, it is used to directly support these students with their studies.

The funding is discussed as part of the annual budget-setting process and the priorities are determined by the individual and group needs of students entitled to the funding. The provision and spending of the pupil premium fund is regularly monitored and analysed by the headteacher and information concerning attendance, exclusions and outcomes for these students is provided to the governors termly. All staff are involved in ensuring that any barriers to learning and progress are highlighted and overcome within classes. Our use of pupil premium funding is guided by our school values:

- **Empowerment:** as a single-sex school, we empower the women of the future and support our girls to realise their potential.
- **Equality:** we celebrate the diversity within our community, and our students understand and embrace each other's differences.
- **Empathy:** our students learn to treat each other with respect and understanding, developing interpersonal skills of empathy and communication during their time at our school.
- **Excellence:** our students are given the tools and support they need to aim high, become independent learners and achieve their best.

Results for 2024 show that 64% of our students who qualify for pupil premium gained Grades 4+ in English and maths (compared to 70% across the school population)

The DfE published data in November/October 2024 shows attainment 8 (grades achieved across 8 core subjects) for pupil premium students was 46.4 compared to 50.1 for the whole cohort. 68.3% compared to 61% across the whole school. Progress 8 for 2024 for all students is +0.27 and for PP students it is +0.06, which is a closing of the gap compared to last year's progress figures.

Our strategy continues to consider additional support where required for students whose education and well-being were impacted post pandemic; being responsive to both common challenges and individual needs. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium students make slightly less progress during their time at school.
2	Pupil premium students achieve slightly less well in maths and science.
3	Pupil premium students are at greater risk of low aspiration.
4	Pupil premium students have lower attendance and are less punctual.
5	Pupil premium students affected by mental health/adverse childhood trauma as a result of Covid-19.

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
Improved progress and achievement of pupil premium students	Pupil premium students achieve in line with non-PP students nationally and in line with non-PP students internally
Improved rates of progress in mathematics (including the more able) and science	Pupil premium students achieve in line with all students nationally in maths and science and in line with non-PP students internally
Improved engagement in school and higher expectations	Increase in pupil premium students who stay on in education and improved achievement in line with all students nationally
Increased attendance rates for pupils eligible for pupil premium	Improvement in absence of pupil premium students by at least 0.2

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: £78,854.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>In class focus on differentiation at all levels. Use of formative feedback to immediately address misunderstandings in work.</p> <p>Focus on SPAG</p> <p>Whole school focus on “excellence in the classroom” to deepen knowledge and understanding, focus on adaptive teaching methods, retrieval practice and oracy.</p> <p>Literacy developed through curriculum and teaching</p> <p>Literacy coordinator to deliver whole school consistent approach</p>	<p>Raised engagement and attainment in subject areas. Progress data shows sustained improvement and in 2023-24 compared to last year and results determine we are well above national average according to Alps which placed the school in top quintile for progress</p> <p>“Excellence in the classroom” will focus on subject content and exam preparation to maximise all students grades</p> <p>Making more use of evidence based research to support pedagogy due to changes in staffing meaning an increase in less experienced teachers.</p> <p>Consistency to encourage students to apply topics covered in one subject across all subject (whole school development focus on oracy and whole sentences)</p> <p>Use of Bedrock. NGRT, Century to support home learning.</p> <p>Whole class Big read</p>	<p>1, 2</p>
<p>Development of Growth mindset in maths: To foster a positive attitude the maths faculty runs the growth mindset initiative</p>	<p>Specific Growth Mindset assemblies run and referred to in other assemblies</p> <p>Whiteboard strips popular with students and staff and to be rolled out across all maths rooms over the year</p>	<p>1, 2, 3</p>
<p>Funding for science recruitment to ensure high quality teaching in this area and to support specialist teaching at KS4 and retention points for maths.</p> <p>Good teaching also incentivises students to stay on and take maths and science subjects at A level (further motivation to do well at GCSEs)</p>	<p>Science faculty fully staffed for September 2024 and timetable changed to include specialist teaching at KS4 (contribution towards more experienced teacher costs). EEF research found “The effects of high quality teaching are especially significant for pupils from PP backgrounds; over a year these pupils’ gain 1.5 years of effective teaching compared with 0.5 years from poorly performing teachers.”</p>	<p>1,2,3</p>

The school sits on the edge of the inner London pay scale and needs to recognise that science teachers will be looking for a competitive salary.	Introduction of Lead Practitioners in Maths and Science to work of Pedagogy and T&L Lesson observations of newly appointed staff will be reviewed. Predicted grades and outcomes	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 98,520.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instrumental lessons for PPG studying GCSE music.	Improved outcomes for GCSE music students. Building cultural capital. Allowing students an experience they would not be able to access otherwise without this support.	1
Continuation School counselling service, Peer mentoring , Play therapy and academic mentoring	Monitoring of the progress of CLA students & those students presenting with difficulties. Working with our hard to reach and more challenging parents as a single point of contact. Conduit for the parents to talk through issues with staff. Reviewing student progress and feeding back to the pastoral team. Book scrutiny in autumn and summer terms showed improvement in quality of feedback given to promote learning Subject “excellence” audits PEP meetings, student academic reviews, reports improved attendance and cooperation from home.	3, 5

Use of PiXL to support Raising Achievement and ensure school has access to appropriate resources and training	Ensure staff are supported in developing new schemes of work that cater for all students needs and that this is backed up with resources and tracking that informs practice. Key staff attend PiXL meetings and training. (this links to developing staff and use of tracking in light of significant curriculum changes	1, 3,5
Easter revision programme to support students with their revision programme. Saturday school for the Core 3 subjects in summer 1 leading into the GCSE exams	Students focus group (year 11 PP students Jan 2022) highlighted a lack of quiet revision space at home and lack of confidence in knowing where and how to get help when stuck. A full programme of specific targeted revision sessions are arranged for the Easter holidays and pupil premium students pay £15 (this is a heavily subsidised rate) regardless of how many they attend. These are targeted by subject, topic and level e.g. Geography – rivers and lakes Grade 9-6.	1, 2, 3
Additional classes in maths and suitably qualified HLTA to ensure appropriate support for all students. Use of Lead Practitioners in maths & science & with KS4 focus. Retention of staff	Quality of support requires specialist knowledge; students, especially girls, often lack confidence and if support is not to the point this can create further confusion. Data suggests maths is a subject that our PP students do less well in. Supports morning maths and after school sessions, use of maths pledge (parental support for progress in maths) Maths HLTA undertaking support in lessons for identified students who need it (specialist knowledge) Introduction of Maths mastery programme at KS3 to fully prepare students and ensure better understanding and application of maths principles Interventions for KS4 undertaken and data driven, use of PPE to review progress	2 2
Funding for science recruitment to ensure high quality teaching in this area and to support specialist	Science faculty fully staffed for September 2020 and timetable changed to include specialist teaching at KS4 (contribution towards more experienced teacher costs).	2, 1

<p>teaching at KS4 and retention points for maths. Good teaching also incentivises students to stay on and take maths and science subjects at A level (further motivation to do well at GCSEs) The school sits on the edge of the inner London pay scale and needs to recognise that science teachers will be looking for a competitive salary.</p>	<p>EEF research found “The effects of high quality teaching are especially significant for pupils from PP backgrounds; over a year these pupils’ gain 1.5 years of effective teaching compared with 0.5 years from poorly performing teachers.” Introduction of Lead Practitioners in Maths and Science to work of Pedagogy and T&L Lesson observations of newly appointed staff will be reviewed. Predicted grades and outcomes reviewed termly</p>	
<p>Identification of students who are more able, gifted and talented’ and challenge them through the use of the coordinator role, pledge and chilli challenge in class.</p>	<p>Raise aspirations in more able students and ensure the level of challenge for them is significant and sustained. Use of PiXL</p>	<p>1, 2</p>

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

Budgeted cost: £ 214,801

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supplement FSM meals for PPG</p>	<p>This is to allow students to purchase additional food at morning break so that they can keep their FSM allowance for the main meal at lunch time. This is because we know for many of our students the hot meal is often the one constant in the day and sometimes students are not able to</p>	<p>5, 4</p>

	get here for Breakfast club as they do sibling drop off in the mornings.	
Increase attendance: Change Education Welfare provider	To ensure attendance is as well managed as possible and every opportunity to improve is considered.. Reviewed progress and efficiencies of EWO provider for 23/24 and decision made across the Trust to move to WPS. Celebration of good attendance and punctuality, especially in end of term assemblies Increased engagement with parents earlier with the new provider. Weekly reporting and assigning each admin to a year group has meant there is a better understanding of the link between attendance and progress and achievement for each year group	5, 4
Increase attendance: Moved to a model of Non teaching Heads of Year@ KS3 & the KS4 Pastoral Leader working alongside dedicated Attendance Service in school, 2 days per week and external attendance agency to track, support and intervene with students' attendance. Ensure that parental contact via text messages/email is established	The DfE guidelines on successful schools stated that “ regular attendance was a priority in more successful schools, with the importance of this being shared with pupils and families.” Early intervention with parents and students when students start not to attend or arrive late, as soon as attendance falls below 93%. A review of 2023/24 (March) showed PP students had 92.6% attendance and the school aims to push this to at least 95% in line with national guidelines	3,4,5
Increased motivation and engagement with school: Students' engagement with school supports resilience in their studies and a buy-in to working with staff and attendance. Support is provided for in class and out of class activities (e.g. resources for lessons – food tech, geography field trips, art materials, D of E, cheerleading, sports activities, choir, music, Deep Learning Day trips, visits to other institutions.	Students who take part in activities outside the classroom have better attendance. The school supports students with pupil premium funding to ensure that they can access all the opportunities for extra curricular activities and might have been denied to them because of costs. DfE guidelines show that the most successful schools supply “provision of materials or resources”. Registers to review and analyse uptake of these activities. Whole school Hemisphere training Links with the 4Es - this improved awareness and learning will only make us more equal, more excellent,	3,4,5

	<p>more empathetic and more empowered as a community. All staff have also completed the extended staff version of this learning. Any new staff are completing it this week. We want the whole community to benefit from this learning</p>	
<p>Elephant Group/Sussex university project: Provides support for PP, first generation to university students in year 10-13 with career choice, mentoring and internship opportunities. This is aimed at those looking for a career in the city and potentially attending Russell group universities.</p> <p>Uplearn and The Elephant group are supported in school sessions and university visits. It is aimed at those who are PP and first generation (although this would still include students whose parents have overseas degrees or who took their degree later in life). It starts in year 9 and continues through to year 12.</p>	<p>Mentoring provided by older external students through a monitored online link, more accessible by the students and relevant for them. Internships in key London firms which create aspiration. In school sessions and university visits. It included input to support key decisions i.e. options and A level choices. Run through careers advisor & Head of Post 16.</p> <p>Sixth form mentoring programme in place to provide academic mentoring to KS4 students throughout the academic year.</p>	1,3,4
<p>The school employs a career advisor who ensures that at all key points in their education (options, GCSEs and A level) students are supported with high quality advice and guidance. She also organises work experience for year 10 and 12 students and supports trips and visits to higher education institutions for those</p>	<p>This is an essential part of ensuring that students have access to the full range of options open to them, many will be first generation to attend university and so will not have the exposure at home that other students will have had to this as a possible option.</p> <p>Level of visits and trips taking place and that the careers talks have taken place</p>	3,1

aspiring to higher education and to local providers for students who have the potential to end up NEET		
Support students with no recourse to funds / new PPG not counted in the census	To provide support to those students who need it so that they are able to attend school. This in on a need by need basis and students/ families will be referred by the pastoral teams	5

Total budgeted cost: £ 392,175

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from previous academic year's national assessments and qualifications is accessed and analysed through the Compare School Performance Service. Using the published 2024 KS4 data for Norbury High School for Girls the following comparisons to local and national averages and outcomes can be made:

- **Progress 8 (P8):** Disadvantaged pupils at Norbury High School scored +0.06, slightly below the local authority average (+0.14) and the national average (+0.16). This is below the whole cohort performance of +0.27. **Norbury High School is ranked 5th in the borough for Progress 8 performance of disadvantaged students out of 56 schools.**
- **Attainment 8 (A8):** Disadvantaged pupils achieved 46.4, below both the local authority (48.9) and national (50) averages. This is below the whole cohort performance of 50.1. **Norbury High School is ranked 2nd in the borough for Attainment 8 performance of disadvantaged students out of 56 schools.** It is also worth noting that the proportion of disadvantaged students is over double the amount of the school ranked top for this measure.
- **Grade 5+ in English and maths:** Disadvantaged pupils had a 36.4% pass rate, trailing the local authority (52.2%) and national (53.1%) figures. This is also below whole-cohort performance of 49.5%.
- **EBacc:** At grade 5+, disadvantaged students underperformed compared to national and local benchmarks but exceeded them at grade 4+. Additionally the proportion of students with an EBacc entry is higher than local authority level (57.6% vs. 50.2%), placing the school 7th in the borough.
- **Exam entries:** The average number of exam entries made by disadvantaged students at Norbury High School is higher than the local authority and national averages.
- **Staying in Education or Entering Employment:** 93% of disadvantaged students continued into education or entered employment post KS4 and Norbury High is ranked 4th in the borough for key performance indicators.

Internal Tracking

In order to track students' academic performance throughout the academic year, the school uses two data analysis softwares at KS4: ALPs Connect and Pupil Progress. These allow for tracking of students' performance and identification of underperformance for intervention purposes.

ALPs, which includes all students, determines we have an ALPs quality indicator 0.97 producing an ALPs grade 4 measure for the 2024 results, placing the school in the top 30% of schools nationally for progress. Despite the schools' improving overall results,

unfortunately there is a gap between our disadvantaged students and non-disadvantaged students (Non-disadvantaged achieved an ALPs grade 3 and disadvantaged students achieved a grade 5 - the lower the number on this measure the better) meaning that things now need to change as we are seeing a different type of student post pandemic to prepare and support through exams.

It is expected that the strategy this year (2024) will be reviewed and changed with a particular emphasis on EBACC, maths and science for our PPG students with MLT being supported and monitored more closely by the introduction of Lead Practitioners in English, maths and science & the Behaviour lead role. We have reviewed exams board specifications and made changes to boards in maths and science, we are reviewing English currently as well, although the English results place the school top in the borough. Year 10 Students are the first cohort that have studied discreet sciences from Year 7 and we look forward to reviewing the outcomes. The Lead Practitioners will be working across the school including in their own subjects focussing on pedagogy, using evidence based research to improve teaching and learning in the classroom.

We are devising and adapting the assessment and reporting at KS3, with a particular focus creating an Alps type tracking focus to monitor the progress of pupil premium students immediately they enter the school and this will ensure that any significant differences are identified at this stage and the school will review these regularly. The school is currently using a colour system to track at KS3 The data produced from this is used in intervention meetings at student and subject level and for the whole school summary matrices are produced. The tracking that takes place looks at all key groups, including pupil premium.

Compared to last year has seen a reduction in the number of PPG students referred to the Behaviour support room and overall suspensions are reduced.

2023-2024 Autumn 1	23 suspensions 19 referrals to BSR
2024-2025 Autumn 1	19 suspensions 32 referrals to BSR TD (increase is due to a one off incident involving a number of students)

Externally provided programmes

Programme	Provider
Education welfare service	WPS
Literacy support & Intervention	Bedrock

Maths interventions	Sparx South west london maths hub
Science strategy	Doodle Stimulating Physics network
Student Interventions	Partners in Excellence (PIXL) Blue Elephant group Uplearn International coalition of Girls School Edexcel mock service
Homework Support	Seneca Century