

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	1086
Proportion (%) of pupil premium eligible pupils	35.8%
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£ 402,050
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£402,050

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.

Over 35% of our school population are currently pupil premium students. We have many students in crises and there has been an 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 overall intention is to ensure all students, regardless of background, achieve well across the curriculum, with a specific focus on supporting disadvantaged students, including those who are already high attainers. The key priorities for spending the pupil premium grant at Norbury High for 2025-2026 academic year are structured around three main areas: teaching, targeted academic support and wider strategies, with a total budgeted cost of £402,050.

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 school's local academy members periodically. 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.

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 less progress during their time at school
2	Pupil premium students achieve 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

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. The gap between pupil premium and non-PP is narrowed.
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	Bring attendance in line with the national average and improve the attendance measure of pupil premium students by at least 0.2%. Reduce pupil premium student persistent absence rate by 0.2%.
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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
Whole school focus on “excellence in the classroom” to deepen knowledge and understanding, focusing on adaptive teaching methods, retrieval practice and oracy	Literacy developed through curriculum and teaching (Literacy coordinator to deliver a whole school consistent approach). Use of Bedrock, NGRT, Century to support home learning	1, 2
Funding for science recruitment and retention points for maths	EEF research shows high quality teaching is especially significant for pupils from PP backgrounds. Introduction of Lead Practitioners in Maths and Science	1, 2, 3
In class focus on Adaptive teaching at all levels and use of formative feedback	Making more use of evidence based research to support pedagogy	1, 2

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
Continuation of School counselling service, Peer mentoring, Play therapy and academic mentoring.	Monitoring the progress of CLA students & those students presenting with difficulties.	3, 5
Easter revision programme and Saturday school for Core 3 subjects leading into the GCSE exams (PP students pay heavily subsidised rate).	Addresses student-highlighted lack of quiet revision space and confidence in seeking help.	1, 2, 3
Establish a school reading retreat.	Reading encouraged and prioritised; space provided for students to enjoy reading.	1, 2, 3
Additional classes in maths and suitably qualified HLTA to ensure appropriate support for all students.	Data suggests maths is a subject that our PP students do less well in. Quality of support requires specialist knowledge.	2
Identification of students who are 'more able, gifted and talented' and challenge them through the use of the coordinator role and in-class challenges.	Raise aspirations in more able students and ensure the level of challenge is significant and sustained.	1, 2
Instrumental lessons for PPG studying GCSE music.	Building cultural capital and allowing access to experiences otherwise denied by cost.	1

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

Budgeted cost: £ 224,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase attendance: Change Education Welfare provider (move to WPS).	Ensures attendance is as well managed as possible; decisions made across the Trust.	5, 4
Increase attendance: Moved to Non-teaching Heads of Year @ KS3 & KS4 Pastoral Leader working alongside dedicated Attendance Service (2 days per week).	Early intervention with parents and students when attendance falls below 93%. Aim is to push PP student attendance to at least 95%.	3, 4, 5
Supplement FSM meals for PPG.	Allows students to purchase additional food at morning break, keeping FSM allowance for the main lunch meal.	5, 4
Support for in-class and out-of-class activities (e.g., resources for Food Tech, geography field trips, D of E, choir).	Students who take part in activities outside the classroom have better attendance. Breaking down barriers related to costs.	3, 4, 5
In house version of ElephantGroup/Sussex university project.	Provides support for PP, first-generation university students with career choice, mentoring, and internship opportunities (aimed at Russell Group universities).	1, 3, 4
Employ a career advisor.	Ensures high-quality advice and guidance at all key points (options, GCSE, A level), essential for first-generation university students.	3, 1
Support students with no recourse to funds / new PPG not counted in the census.	Provides support so that those students who need it are able to attend school.	5

Total budgeted cost: £ 402,050

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. The DfE is not able to calculate Progress 8 scores for academic years 2024/25 and 2025/26. This is because there is no KS2 assessment data available to calculate the baseline for Progress 8 for these years due to Covid-19 disruption. Attainment measures show how pupils have performed in tests and assessments but do not take pupils' starting points into account.

Results for 2025 indicate that 55% of pupils eligible for the Pupil Premium achieved a grade 4 or above in English and mathematics, compared with 68% of pupils who are not eligible for the grant. The Department for Education published Attainment 8 data in the Autumn term, which measures performance across eight subjects. Pupil Premium students achieved an average Attainment 8 score of 44.2, compared with 46.3 for the full cohort, resulting in a gap of -2.1. This represents a significant improvement from the previous year, when the gap stood at -3.7 (2024), demonstrating a narrowing of the attainment gap and the positive impact of targeted support and intervention strategies. The school is 7th in the borough for this measure, with the pupil premium cohort sitting at 5th in the borough.

Disadvantaged pupils had a 38.9% pass rate at Grade 5 and above in English and maths, trailing the local authority (52.2%) and national (53.1%) figures. This is also below whole-cohort performance of 44.3%. The pupil premium pass rate at this threshold, although a considerable gap in attainment, is an improvement on last year's 36.4% (2023-2024) by +2.5%. The school is 12th in borough for this measure but the school's pupil premium cohort sit 6th in the borough, demonstrating the positive impact of the school's PPG strategy.

A high 86.7% of Norbury's disadvantaged pupils were entered for the English Baccalaureate (EBacc), significantly above the national non-disadvantaged entry average (45.0%). The percentage of pupil premium students achieving EBacc at grade 4 or above sits at 34.4% which is above both the local authority (31.5%) and national averages (30.4%) demonstrating a strong curriculum engagement.

The average number of exam entries made by disadvantaged students at Norbury High School is in-line with the local authority averages and sits just above the national average. Additionally, pupil premium students in education, apprenticeships or employed for 2 terms after KS4 sit at 96% for the school, this is above local (95%) and national averages (94%). This is an improvement on 2023-24 by 0.03%. We are 4th in the borough for this measurement.

Attendance continues to be a whole school priority with clear actions and targets in our school development/improvement plan. Attendance of pupil premium students for 2024-2025 is slightly lower (89.4%) than the whole school cohort (91.2%), the school is utilising the DfE's similar schools comparison report to drive improvement in this area. Of particular note is the reduction of persistent absence (PA) of pupil premium students from academic year 2023-2024 to 2024-2025

In September 2025, we appointed a Director of Pastoral with a strategic focus on safeguarding and attendance. Using detailed attendance data, and working closely with the Education Welfare Officer (EWO) and Heads of Year, the role leads targeted intervention for pupils with persistent absence

through our core engagement strategy. This includes regular attendance and punctuality reporting, *Team Around the Family* meetings, wellbeing checks and home visits where appropriate. Positive reinforcement is used to encourage improvement, with rewards such as attendance badges, certificates, trophies and the attendance teddy.

At trust level, attendance is monitored through ongoing analysis, with the school receiving weekly updates and a targeted list of students requiring further intervention. In addition, the school has introduced Studybugs this year to support the recording and analysis of absence, provide guidance and advice to parents, and strengthen communication around attendance expectations. We have invested in the study bugs programme this year to record and analyse absence, illness trends and hot spots, plus providing advice to parents.

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.

Internal tracking shows that the school achieved an overall Progress 8 score of +0.38, with pupils eligible for the Pupil Premium attaining a score of +0.21. While both figures indicate strong progress compared with national benchmarks, the disparity between the two highlights a notable gap that remains to be addressed.

ALPs, which includes all students, determines we have an ALPs quality indicator producing an ALPs grade 4 measure for the 2025 results, placing the school in the top 30% of schools nationally for progress. Despite the schools' improving overall progress 8 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 (2025) will be reviewed and continue particular emphasis on, maths and science for our PPG students with the leadership team being supported and monitored the effectiveness of Lead Practitioners in English, maths and science introduced last academic year, alongside Pastoral Director and Inclusion Director roles. The maths progress 8 measure (internally calculated) has improved for the entire cohort at +0.05. 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 have reviewed exams board specifications and made changes to boards in maths and science including purchasing resources for the KS3 curriculum. A review of the school timetable of these subjects has taken place to increase curriculum time across year groups. Year 11 Students are the first cohort that have studied discreet sciences from Year 7 and we look forward to reviewing the outcomes.

At KS3 we are adapting the assessment and reporting to cater for a fuller range, with a particular focus creating a 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. A member of the school's extended leadership team has been assigned the role of PPG Champion to support the building of relationships and mentorship of this key group.

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	<ul style="list-style-type: none"> ● 14 suspensions ● 22 referrals to BSR 	Baseline
2024-2025 Autumn 1	<ul style="list-style-type: none"> ● 8 suspensions ● 25 referrals to BSR 	↘ Falling Trend
2025-2026 Autumn 1	<ul style="list-style-type: none"> ● 4 suspensions ● 9 referrals to BSR 	↘ Falling Trend

Externally provided programmes

Programme	Provider
Education welfare service	<ul style="list-style-type: none"> ● WPS
Literacy support & Intervention	<ul style="list-style-type: none"> ● Bedrock ● Bedrock Reading test ● KS3 code - Little wandle phonics ● Oracy Cambridge (CEP) ● Jack Petchey - public speaking
Maths interventions	<ul style="list-style-type: none"> ● Sparx ● South west london maths hub ● NCTEM Maths hub ● ASMP A Level Maths CPD ● EEF maths peer study with Leeds university
Science strategy	<ul style="list-style-type: none"> ● Doodle ● Stimulating Physics network ● Royal society of Chemistry ● Royal society of Biology ● STEM girls club ● National space academy - space to learn
Student Interventions	<ul style="list-style-type: none"> ● Partners in Excellence (PIXL) ● Unifrog ● International coalition of Girls School ● Edexcel mock service ● DuoLingo ● Massolit ● Trinity College Arts award

Homework Support

- Seneca
- Century