

Pupil Premium Strategy Statement – Nonsuch High School for Girls

This statement details our school’s use of pupil premium 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	Nonsuch High School for Girls
Number of pupils in school	1076 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	6.97% (75 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Amy Cavilla (Headteacher)
Pupil premium lead	Nicola Bond (DSI Inclusion)
Governor / Trustee lead	Andrea Cooke (Chair of Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 70 565
Recovery premium funding allocation this academic year	£ 19 044
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 89 609

Statement of intent

We recognise that our pupils are academically able as grammar school entrants, but understand that our disadvantaged pupils may face a range of challenges which prevent them from fully accessing the opportunities that a high-quality education offers them. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, including those who have a social worker or who are young carers, and are committed to narrowing any gap between our disadvantaged pupils and their peers, making sure that they are able to access all areas of our broad curriculum and many extra-curricular opportunities.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We also emphasise the importance of an academically rigorous curriculum and ensure that disadvantaged pupils have full access to it.

Our objectives are therefore to:

- Ensure high-quality teaching and learning in the classroom as the most important step to minimising disadvantage
- Ensure that all teaching staff maintain high expectations for all pupils, identify any needs of disadvantaged pupils and work collaboratively to support these pupils to make progress in line with their peers
- Remove barriers to access and learning caused by financial, family and social disadvantage.
- Ensure that attendance at school of disadvantaged pupils is at least in line with the school's expectations
- Support pupils to look after their social and emotional wellbeing and to develop resilience
- Provide individual support for pupils who are not making expected progress in lessons
- Address literacy and cultural capital gaps among disadvantaged pupils
- Help our disadvantaged pupils to engage fully with all aspects of school life through the taught curriculum, enrichment and extra-curricular activities
- Minimise the impact of Covid-19 disruption on our most vulnerable pupils by making sure there are no technological barriers to accessing education.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our observations and discussions with parents and pupils suggest that the parents of our disadvantaged pupils choose not to engage, or struggle to engage, in supporting their child educationally and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in disadvantaged students falling behind their peers, as they are less likely to engage with intervention or parent teacher consultations.</p>
2	<p>Assessment data, observations and discussions with pupils indicate that disadvantaged pupils at KS3 have lower levels of understanding in Maths, English and Science. There is indication that these disadvantaged pupils continue to be affected by the impact of school closures during the pandemic and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>In the academic year 2022-23, at KS3 our disadvantaged students achieved between 0.2 – 0.39 below their peers.</p>
3	<p>The attainment of disadvantaged pupils in their Progress 8 at GCSE is generally lower than expected in comparison to their peers. Assessment data, observations and discussions with pupils indicate that disadvantaged pupils continued to be affected by the impact of school closures during the pandemic and to a greater extent than for other pupils. This impact was felt during their KS3 or KS2 development. These findings are supported by national studies.</p> <p>In the academic year 2022-23, disadvantaged pupils scored higher in progress 8 than their peers (1.13 – 1.1). Over the previous four years however, there was fluctuation in the average progress 8 score in comparison to their peers - between 0.63 – 1.2 for disadvantaged pupils compared to their peers who were between 0.9 – 1.25.</p>
4	<p>Our observations and discussions with pupils and parents indicate that our disadvantaged students have less resilience and willingness to seek additional support both pastoral and academic to help their academic development.</p> <p>Approximately, 17.5% of all students in Y7 - 11 school seek additional pastoral support, 1.5 % of which are disadvantaged students. We also have a number of parents who refuse to accept pupil premium support because of perception.</p>
5	<p>Surveys, observations, data from trips and discussions with parents and pupils indicate that disadvantaged students are less able to participate in all aspects of school life. It is also indicated that there is limited access to life experiences and cultural capital may restrict learning opportunities. due to financial restrictions.</p>

6	Observations, discussions with pupils and parents indicate that disadvantaged students are unable to access educational support such as technology and tutoring due to financial restrictions. There is a clear pattern emerging where disadvantaged students have poor or limited access to the internet at home and are unable to complete homework tasks set on digital technology.
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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
To ensure the timely identification of gaps in students' learning with particular reference to disadvantaged students	By the end of our current plan 2024/25 <ul style="list-style-type: none"> • All schemes of learning adapted to ensure gaps in knowledge post COVID lockdown are addressed at KS3. • Clear intervention strategy at KS3 ensures that the progress of disadvantaged students is in line with peers for Maths, English and Science • Intervention strategy for KS4 ensures gaps in learning post COVID are addressed in disadvantaged students • At KS4 the progress 8 data of disadvantaged pupils are consistently in line with that of their peers.
To provide an effective and purposeful teaching environment through enhanced digital provision	Enhanced digital provision by 2024/25 ensures a purposeful and effective teaching environment by: <ul style="list-style-type: none"> • Staff work with the Digital Resources Coordinator to develop the use of digital platforms for assessments. • All disadvantaged pupils have access to suitable technology to enable them to access relevant digital platforms and resources.
High academic attainment (above the national average) in line with peers	By the end of our current plan 2024/25: <ul style="list-style-type: none"> • At KS4 the progress 8 data of disadvantaged pupils are consistently in line with that of their peers and above the national average • At KS3 ensure that the progress of disadvantaged students is in line with peers for Maths, English and Science



<p>Full participation in school life and the development of cultural capital</p>	<p>Sustained high levels of participation in the extracurricular provision and trips schedules by the end of 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations.• Data from EVOLVE demonstrates a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.• Data from EVOLVE, Activities Week and school trips indicate that participation in the curriculum beyond the classroom is in line with those not eligible for PP funding.
<p>Impact of COVID 19 School closure is limited</p>	<p>By the end of our current plan 2024/25 the impact on the progress of disadvantaged pupils through missed education and learning is minimised and progress continues to be in line with other pupils.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 44 804

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high quality teaching for all	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment including for disadvantaged students. High quality teaching could include:</p> <ul style="list-style-type: none"> • Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles such as retrieval practice. • Providing feedback is a well-evidenced tool and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. • Studies of individualised instruction with older pupils of secondary age tend to show high effects. It may be that the impact is increased when pupils are more skilled at managing their own learning. On average, individualised instruction approaches have an impact of 4 months' additional progress. • Learners are very unlikely to have a single learning style, so restricting pupils to activities matched to their reported preferences may damage their progress. Teachers should aim to support pupils to take responsibility for success in their learning and develop their own successful strategies and approaches. <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p>	1, 2, 3



	<p>Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Learning styles EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk).</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	
Develop high quality assessment and monitoring of academic progress	<p>Building and developing high quality assessment and monitoring processes helps to improve the attainment of all students, including disadvantaged students. Many schools already prioritise formative assessment, but often report that it can be challenging to implement. Embedding high quality Formative Assessment into learning activities made the equivalent of one - two additional months' progress for students in their Attainment 8 GCSE score. It is also important to understand how new approaches, interventions, resources, and strategies can be selected by school leaders and put in place to best maximise the chances of sustained success for all pupils, including those from more disadvantaged backgrounds. Robust tracking systems are linked with effective interventions with disadvantaged pupils. .</p> <p>Attainment measures in literacy, mathematics and science EEF (educationendowmentfoundation.org.uk)</p> <p>Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2, 3,4, 6
Access to digital technology to support high quality teaching and learning	<p>Digital technology can have a positive impact when it is embedded in a well-designed learning system (including factors such as the curriculum, pedagogy, teacher professional development and assessment). Considering the specific barriers with technology particularly for disadvantaged pupils is important, particularly in how it's used in a way that is informed by effective pedagogy. There is evidence that digital technology can be used effectively to provide individualised instruction. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). Digital technology can be beneficial for all pupils but it depends on a range of factors including access to technology which is more like to affect disadvantaged students</p> <p>Using Digital Technology to Improve learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 6
Recruitment and retention of high-quality teaching staff	<p>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers.</p>	1, 2, 3, 5



	<p>Investing in additional recruitment strategies, or boosting retention via high quality professional development may be practical approaches selected by school leaders. Schools can also use tools and resources produced by the DofE to support teachers' wellbeing. This all ensures that curriculum content is delivered by subject specialists with extensive subject knowledge, which will help the progress of all students but particularly those from disadvantaged backgrounds.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Reducing school workload - GOV.UK (www.gov.uk)</p>	
<p>High quality and effective CPD for all staff with a particular focus on ECT</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers. On average, teachers spend 10.5 days per year attending courses, workshops, conferences, seminars, observation visits, or other in-service training (Sellen 2016). School leaders and teacher educators need to know which characteristics of PD matter to help them design or commission effective PD (Hill et al.2013). Schools should ensure that PD is managed well and effectively builds knowledge, motivates staff, develops teaching technique, and imbeds practice which ultimately leads to better learning experiences of all students including those who are disadvantaged. Early Careers teachers should have experienced mentors to ensure that all they receive regular and personalised support which complements a programme of professional development for all.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Planning-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF. Systematic Review of Professional Development. Dr Sam Sims. Protocol.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,2,3</p>
<p>Curriculum developments and adjustments</p>	<p>Building, developing, and adjusting the curriculum following COVID 19 is important in ensuring an improvement in all pupil's attainment including disadvantaged students. It is important to ensure that all pupils follow a challenging curriculum, including lower attaining disadvantaged pupils. Also ensuring flexibility in grouping arrangements, and regular monitoring of learning will minimise the risk of misallocation for pupils that learn at different rates. Making informed choices about the allocation of pupils to groups is important. For example, there is some evidence of pupils being disadvantaged by their relative age within a year group or through subconscious bias on the basis of race or class. Heads of Department should identify areas of common weaknesses and gaps in knowledge following Covid-19 and adjust curriculum accordingly.</p> <p>Setting and streaming EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 5, 6</p>



Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 29 870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English tutoring for year 11 pupils</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Evidence shows that small group tuition is effective as it can improve outcomes of pupils in need by an average of four months' additional progress over the course of a year. Giving pupils access to additional trained subject specialist tutors or teaching staff can address specific areas of weakness. Evidence also indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p> <p>Finally, peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p> <p>Literacy EEF (educationendowmentfoundation.org.uk) Mathematics EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>1, 2, 3, 4, 6</p>
<p>Development of a robust intervention strategy</p>	<p>High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group, peer tutoring and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully. Each type of intervention has different impact on progress. Teaching metacognitive strategies to pupils can also be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a</p>	<p>1,2,3,4</p>



	<p>positive impact on maths attainment and should be considered as part of an intervention strategy.</p> <p>Also developing a school-based research-intervention strategy with focus on different groups of students including pupil premium will help to ensure effective monitoring and intervention within the schools setting.</p> <p>Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net) Small group tuition EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring Implementation in education EEF (educationendowmentfoundation.org.uk)</p>	
<p>Development of a year 7 early transition intervention programme for disadvantaged pupils</p>	<p>Research shows that disadvantaged pupils are most at risk of a decline in educational outcomes following the transition to secondary school. Issues are seen particularly with literacy when joining secondary school, as while most pupils will have the general skills and knowledge needed to read accurately, fluently and with full comprehension, some still struggle due to having to read a range of academic subject texts, which are more technical than those encountered in primary school, and pupils are faced with the increasing language demands of the secondary curriculum.</p> <p>Additionally, research shows that disadvantaged pupils benefit from transition support in self-regulation in order to support them in organising equipment, their time, and remembering routines, as well as support with social and emotional learning in order to expand emotional vocabulary and encourage self-regulation.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2?utm_source=/news/eef-blog-getting-transition-right-part-1-of-2&utm_medium=search&utm_campaign=site_search&search_term=transition https://link.springer.com/article/10.1007/s40894-017-0063-2 https://educationendowmentfoundation.org.uk/news/eef-blog-bridging-literacy-transition-with-fluency?utm_source=/news/eef-blog-bridging-literacy-transition-with-fluency&utm_medium=search&utm_campaign=site_search&search_term=transition https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-2-of-2?utm_source=/news/eef-blog-getting-transition-right-part-2-of-2&utm_medium=search&utm_campaign=site_search&search_term=transition</p>	<p>2, 3, 4, 5</p>
<p>Opportunities for students to access support</p>	<p>At present there are relatively few programmes in the UK for which there is secure evidence of effectiveness of invention. If undertaking interventions that are 'unproven', schools must ensure they include the common elements of effective interventions: timing, assessment,</p>	<p>2, 3, 5. 6</p>



including help clubs and homework clubs	<p>resourcing, delivery and teachers. Providing opportunity for students to access subject specialists in help clubs can support disadvantaged students. However, it is important to use evidence to consider how we can give pupils access to a range of different academic support clubs during lunchtimes and after school. Schools also need to consider how access to an after-school homework club with digital provision and teaching assistant support can best help disadvantaged students.</p> <p>Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net) Small group tuition EEF (educationendowmentfoundation.org.uk) Home EIF Guidebook</p>	
Support parental engagement in children's learning.	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. It is important to consider how to maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,6
Provision of materials and resources	<p>Direct financial support helps to ensure that pupils have full access to the opportunities provided with in the curriculum, including revision resources, art packs etc.</p>	5,6

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

Budgeted cost: £ 14 935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full participation in the breadth of school life by all pupils	<p>All pupils are able to participate fully in the life of school by subsidising or paying fully for the cost of curriculum trips and extra-curricular activities such as CCF, DofE, music lessons, sports tuition. No child should feel excluded because of inability to contribute to costs.</p>	4
Enrichment including Arts fair/literary festival/sports festivals and	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <p>The Department for Education has identified a lack of cultural capital as a risk factor for the most-able disadvantaged pupils. This includes a</p>	4, 6



<p>activities week</p>	<p>lack of exposure to the arts and to travel and therefore a lack of knowledge and understanding of the world beyond their limited geographic area. Through enrichment, developing mechanisms for developing experience and paying for day and residential trips, the cultural capital of disadvantaged students will be enriched. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	
<p>Educational welfare Officer and attendance monitoring</p>	<p>Updated Attendance policy and processes in school to ensure that continued robust monitoring of attendance occurs weekly, half termly and termly for individual students and trends for PP students. Work with families to provide individualised support for students who have lower attendance including meetings, clinics, advice and links with external services including early help referrals. Referral to EWO as required will ensure that attendance concerns are addressed and attendance levels are kept above the national average.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p>	<p>1, 2</p>
<p>Behaviour and achievement tracking</p>	<p>Misbehaviour can have a lasting impact on the outcomes of the pupils in the class. There's a clear need to have consistent and clear behaviour policies that promote positive behaviour and achievement in lessons. Approaches to developing a positive school ethos or improving discipline across the whole school support greater engagement in learning. This will include universal programmes which seek to improve behaviour and generally take place in the classroom along with more specialised programmes which are targeted at students with specific behavioural issues.</p> <p>Enhanced behaviour and achievement tracking and implementation of behaviour for learning structure will ensure that patterns of behaviour and lack of punctuality are identified and addressed quickly to improve academic outcomes of disadvantaged students</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>

Total budgeted cost: £ 86 020 [of 3 amounts stated above]

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 2022 to 2023 academic year.

Attainment and attendance rates for Pupil Premium pupils at NHSG are in line with those of their peers.

- For Progress 8, PP pupils in 2022/23 achieved a score of 1.13 compared to peers of 1.10.
- Despite PP pupils studying the same number of GCSEs as their peers, their choice of EBACC subjects and therefore EBACC entry levels at GCSE for PP pupils are below those of their peers: in 2022/23 60% EBACC for PP pupils, 78% for the whole cohort. However, PP numbers were very small in 2022/23.
- Attendance levels across years 7-11 were 95% for PP students, 95.7% for all pupils.
- Standardised assessments used in all year groups mean we are able to make accurate judgements about the progress of pupils in all year groups. These show that PP pupils make strong progress in all year groups and allow us to provide targeted support and interventions to those who are not making expected progress.
- Exclusion rates are below school average.
- All PP pupils secured a place to study in our sixth form and all continued into sixth form.
- A digital resources creator has been recruited to support the development of the school's blended learning resources and to help with the move to embed formative assessment into assessment design to aid targeted intervention with PP students.
- Subject-based catch-up sessions were provided as needed, supporting disadvantaged pupils to meet their targets.
- PP pupils were supported to join in with extracurricular activities with funding provided for music lessons, CCF and DofE, meaning that they had full access to all aspects of school life.