



2025-2028

# Pupil Premium Strategy Statement

## 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	1044 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	10.4% (109 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Alexis Williamson (Headteacher)
Pupil premium lead	Nicola Bond (Assistant Headteacher Inclusion)
Governor / Trustee lead	Andrea Cooke (Chair of Governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87,653
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 87,653</b>

## 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. These challenges can include factors such as the development of language skill and cultural knowledge, aspiration, parental engagement, as well as health and welfare considerations such as diet, emotional support and living conditions. We therefore understand educational disadvantage can affect all students who are vulnerable, including those with a social worker or those who are young carers, regardless of whether they are in receipt of Pupil Premium and regardless of their academic ability. Our approach is not deficit-focused. We celebrate all pupils and view the diverse knowledge, skills and experiences they bring as strengths that enrich our school community.

At Nonsuch we know that it is the collective responsibility of all our teaching staff, pastoral and support staff to understand these challenges and to work together to address them. This responsibility is captured both in the outcomes and activities detailed below as well as in the everyday interactions with students each day in lessons which seek to challenge the impact of disadvantage. Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils may 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. Teachers are the best intervention; it is in the classroom that we have the most influence on our students' development, and we can significantly improve students' learning if we focus on knowing our students, understanding their lived experience and building strong, positive relationships with them.

To ensure high-quality teaching we are committed to providing teacher professional development that secures the best possible education for our students. This includes giving teachers the mechanisms to know their students well through the use of our pupil passport system at KS3, to understand the barriers they may face and the tools to help break down the barriers when needed. Our commitment to adaptive practice and to whole school routines that bring about consistency helps to ensure that students can focus on their learning in lessons and achieve the best possible outcomes. Robust formative and summative assessment enables us to identify issues early and act quickly to close gaps as they emerge.

Underpinning our commitment to high quality teaching are our policies on attendance, transition and whole-school literacy. To support our disadvantaged students with transition into secondary school we run a September Ready Programme, starting before they leave primary school and continuing for the first term of year 7, and which focuses on the skills that will need at Nonsuch,

including literacy. This is further supported by our emotional literacy and our small-group mentoring programmes for those who struggle to bridge the gap from primary to secondary.

Developing pupils' language and literacy remains a key priority. We are embarking on a new three-year strategy designed to embed high standards of literacy across our curriculum, recognising that strong language skills are key to unlocking potential and in shaping children's sense of identity, relationships, and place in the wider world. Our approach to literacy goes beyond reading and writing; it is about empowering students to become confident, articulate and critical thinkers who can read, write, speak, and listen with fluency and precision.

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 emphasise the importance of an academically rigorous curriculum and ensure that disadvantaged pupils have full access to it, but equally direct our resources to improving pupils' well-being and sense of belonging to the school community so that our students are able to thrive in every way.

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
- Provide targeted support for students' well-being as required
- 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.

## 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 <b>some parents of our disadvantaged pupils are not able to engage in supporting their child educationally, either through technology or targeted academic support due to financial restrictions</b> and to a greater extent than for other pupils. These findings are supported by national studies. There is also evidence from conversations with parents that many disadvantaged students do not have access to a quiet place to study, or that they may have caring duties which prevent them from being able to complete study at home.</p> <p>This has contributed to some disadvantaged students falling behind their peers, as they are less likely to have educational support at home and parents are less likely to engage with intervention. Poor or limited access to the internet at home had led to some students being unable to complete homework tasks set on digital technology. In a recent survey 75% of disadvantaged pupils in year 7 did not have exclusive access to digital technology at home.</p>
2	<p>Assessment data, observations and discussions with pupils indicate that <b>disadvantaged pupils at KS3 have lower levels of understanding in Maths, English and Science. Data also recently lower levels of reading comprehension and reading ages in comparison to their peers.</b> 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>Data from assessments and reports shows that disadvantaged students in KS3 are performing on average between 0.4 and 0.5 below their peers in key assessments.</p>
3	<p><b>The attainment of disadvantaged pupils in their Progress 8 at GCSE is generally lower than expected in comparison to their peers.</b> 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 2023-2024, Progress 8 data shows PP students achieving at 0.75 compared to their peers at 1.03 (-0.28). In 2024-25, this improved to 0.99 for PP students, 1.17 for peers (-0.18)</p>



4	<p>Our observations and discussions with pupils and parents indicate that our <b>disadvantaged students have less resilience and willingness to seek additional support both pastoral and academic to help their academic development and wellbeing</b>. Data also points to a rise in social and emotional issues for a significant minority of pupils with disadvantaged pupils particularly affected.</p> <p>In the academic year 2024-25, approximately 38% of all students in Y7 - 11 school sought additional pastoral support, 10% of whom were disadvantaged students. This is lower than 2023-24, where approximately 22% of those who sought pastoral help were disadvantaged, although the overall percentage of students seeking pastoral help has increased. We also have a number of parents who refuse to accept pupil premium support because of perception. These numbers are very similar to those seen in previous years.</p>
5	<p>Surveys, observations, data from trips and extra-curricular activities as well as discussions with parents and pupils indicate that <b>disadvantaged students are less able to participate in all aspects of school life, which has an impact on their feeling of belonging and connectedness with aspects of school life</b>. It is also indicated that there is limited access to life experiences and cultural capital due to financial restrictions and that this may restrict both learning opportunities and opportunities to connect with friends and teachers in more informal settings.</p>

## 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
Progress and attainment of disadvantaged pupils – ensure all make good progress and the attainment gap is reduced	<p>By the end of our current plan 2027/28</p> <ul style="list-style-type: none"> <li>• Clear intervention strategy at KS3 ensures that the progress of disadvantaged students is in line with peers for Maths, English and Science</li> <li>• Intervention strategy for KS4 ensures gaps in learning post COVID are addressed in disadvantaged students</li> <li>• At KS4 the progress 8 data of disadvantaged pupils are consistently in line with that of their peers.</li> </ul>
Improved reading comprehension and less disparity between KS3 reading assessments	<p>2027/28 evidence on high literacy levels to include:</p> <ul style="list-style-type: none"> <li>• A small disparity between the attainment of disadvantaged pupils and non-disadvantaged pupils on KS3 standardised reading assessments</li> </ul>

Intended outcome	Success criteria
	<ul style="list-style-type: none"> <li>Improvements seen between standardised reading assessments between year 7 and the end of year 8</li> <li>Progress for disadvantaged students in GCSE English Language in line with peers and in line with GCSE English Literature</li> </ul>
Improved meta-cognition and self-regulatory skills across all subjects	<p>2027/28 evidence to include:</p> <ul style="list-style-type: none"> <li>Teacher feedback and lesson observations show disadvantaged students are more able to monitor and regulate their own learning</li> <li>This is supported by survey results from students, book reviews, pupil interviews and rates of homework completion and assessment data.</li> </ul>
High levels of well-being building confidence, self-esteem and a clear sense of belonging and inclusion through the full participation in school life and the development of cultural capital	<p>Sustained high levels of participation in the extracurricular provision and trips schedules by the end of 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>Qualitative data from student voice, student and parent surveys, learning walks and teacher observations.</li> <li>Data demonstrates a significant increase in participation in enrichment activities, particularly among disadvantaged pupils, in line with non-disadvantaged pupils.</li> <li>Data indicates that participation in the curriculum beyond the classroom is in line with non-disadvantaged pupils.</li> </ul>
High attendance levels	<p>2027/28 evidence of high attendance to include:</p> <ul style="list-style-type: none"> <li>Attendance gap between disadvantaged and non-disadvantaged above national benchmarks</li> <li>Persistent absence among disadvantaged pupils no more than 15%</li> </ul>

## 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: £43,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop high quality teaching through training all staff to recognise the barriers faced by our disadvantaged students and provide them with strategies to break down these barriers and adapt their practice accordingly	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment including for disadvantaged students.</p> <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> <p><a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf</a></p> <p><a href="#">Learning styles   EEF</a></p> <p><a href="#">Feedback   EEF</a></p> <p><a href="#">Metacognition and Self-regulated Learning   EEF</a></p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>	1, 2, 3
High quality and effective CPD for all staff with a particular focus on the school priorities Adaptive Practice and Metacognition	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers. Through effective PD relating to adaptive practice we are able to ensure that staff are confident to meet the needs of all students, including those who are disadvantaged, which will lead to better learning experiences for all.</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p> <p><a href="#">Planning-professional-development.pdf</a></p> <p><a href="#">EEF. Systematic Review of Professional Development. Dr Sam Sims. Protocol.pdf</a></p>	1, 2, 3
Develop and implement an effective literacy strategy	<p>Developing disciplinary literacy is a key recommendation by the EEF. Research shows that a focus on literacy is key to learning across all subjects and that improving pupils' reading comprehension and vocabulary skills impacts attainment at GCSE. Young people who leave secondary school without good literacy skills are held back at every stage of their life.</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p> <p><a href="#">Nonsuch's Literacy and Oracy Policy</a></p>	1, 2, 3



<p>Develop high quality assessment to help identify issues early and monitoring of academic progress.</p>	<p>Building and developing high quality assessment and monitoring processes helps to improve the attainment of all students, including disadvantaged students. Embedding high quality Formative Assessment into learning activities has been shown in studies to make the equivalent of one - two additional months' progress for students in their Attainment 8 GCSE score.</p> <p><a href="#">Attainment measures in literacy, mathematics and science   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Embedding Formative Assessment   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1, 2, 3</p>
<p>Provide access to digital technology to support high quality teaching and learning</p>	<p>Digital technology can have a positive impact when it is embedded in a well-designed learning system and considering the specific barriers with technology particularly for disadvantaged pupils is important. There is evidence that digital technology can be used effectively to provide individualised instruction. Feedback delivered by digital technology also has positive effects.</p> <p><a href="#">Using Digital Technology to Improve learning Evidence Review.pdf</a>  <a href="#">Individualised instruction   EEF</a>  <a href="#">Feedback   EEF</a></p>	<p>1, 2, 3</p>
<p>Recruitment and retention of high-quality teaching staff</p>	<p>Investing in recruiting and retaining high-quality teaching staff 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><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="#">Reducing school workload - GOV.UK (www.gov.uk)</a></p>	<p>1, 2, 3</p>

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

Budgeted cost: £29,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing maths and English tutoring for year 11 pupils to support with preparation for GCSEs, a significant proportion of whom will be disadvantaged.</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. 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. Evidence also indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Peer tutoring approaches have also 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><a href="#">Small group tuition   EEF</a>  <a href="#">One to one tuition   EEF</a>  <a href="#">Peer tutoring   EEF</a></p>	<p>1, 2, 3, 4,</p>
<p>Development of a robust intervention strategy for students in KS3 to address gaps in knowledge, understanding and skills before starting GCSEs</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. 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><a href="#">Selecting interventions tool.pdf</a>  <a href="#">Small group tuition   EEF</a>  <a href="#">One to one tuition   EEF</a>  <a href="#">Peer tutoring   EEF</a>  <a href="#">Implementation in education   EEF</a></p>	<p>1, 2, 3, 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of a year 7 early transition intervention programme for disadvantaged pupils with a focus on literacy and emotional literacy	<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, and 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. It is our aim to introduce a KS3 Raising Standards Leader by September 2026.</p> <p><a href="#">EEF Blog: Getting transition right (part 1 of 2) – four...   EEF</a></p> <p><a href="#">Facilitating a Successful Transition to Secondary School: (How) Does it Work? A Systematic Literature Review   Adolescent Research Review</a></p> <p><a href="#">EEF blog: Bridging literacy transition with fluency   EEF</a></p> <p><a href="#">EEF Blog: Getting transition right (part 2 of 2) – how my...   EEF</a></p>	1, 2, 3, 4, 5
Opportunities for students to access support including help clubs, homework clubs and twilight sessions. Priority given to disadvantaged students.	<p>Providing opportunity for students to access subject specialists in help clubs can support disadvantaged students. Evidence shows that giving pupils access to a range of different academic support clubs during lunchtimes and after school, including an after-school homework club with digital provision and teaching assistant support can support disadvantaged students. Evidence from the EEF toolkit also shows that regular completion of homework can have a positive impact on pupil learning.</p> <p><a href="#">Homework   EEF</a></p> <p><a href="#">Selecting interventions tool.pdf</a></p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">Home   EIF Guidebook</a></p>	2, 3, 4, 6
Further development of intervention to address executive dysfunction and aid planning and organisation with a particular focus on disadvantaged students	<p>Research shows that strong executive function skills allow students to maintain focus, manage their time, keep track of materials and tasks, and effectively process information with ease.</p> <p>Studies have shown that students with better executive function skills tend to perform better in reading and mathematics, and these skills are closely linked to academic achievement. They are also generally better able to manage their emotions and their behaviour. Research shows that improving students' executive functions can significantly enhance their academic achievement.</p>	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<a href="#">EEF blog: Can we fix it? The role of executive functioning...   EEF</a> <a href="#">Executive functions and key competencies in secondary education students. Can we improve the teaching-learning process? - ScienceDirect</a>	
Support parental engagement in children's learning through Teacher Consultation Days and the September Ready Programme	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence shows that parental engagement has a positive impact on average of 4 months' additional progress. of older pupils to engage with the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 5
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>	1, 5

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

Budgeted cost: £14,638

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure full participation in the breadth of school life by all pupils	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.	5
Enrichment including activities week	Extracurricular activities are an important part of education in its own right. The Department for Education has identified a lack of cultural capital as a risk factor for the most-able disadvantaged pupils. Through enrichment, developing mechanisms for developing experience and paying for day and residential trips, the cultural capital of disadvantaged students will be enriched. <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	1, 5
Attendance monitoring and access to emotional support with pastoral Support Officers	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. <a href="#">Attendance interventions rapid evidence assessment   EEF</a> <a href="#">Working together to improve school attendance</a>	1, 2, 3
Behaviour and achievement tracking through consistent use of Classcharts	Approaches to developing a positive school ethos or improving discipline across the whole school support greater engagement in learning. There's a clear need to have consistent and clear behaviour policies that promote positive behaviour and achievement in lessons, and 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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a> <a href="#">Behaviour interventions   EEF</a>	2, 3, 4

**Total budgeted cost: £ 81 700**



## **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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. The data shows that while there is still a gap between disadvantaged and non-disadvantaged pupils, the progress of disadvantaged pupils is continuing to rise and the gap is closing, particularly when set against national benchmarks. Comparisons with national data demonstrate that on average our disadvantaged pupils are making significantly better progress than the overall national figure for disadvantaged pupils, as well as for the overall figure for all pupils.

In terms of Progress 8 for year 11 GCSE pupils, disadvantaged pupils in 2024/25 achieved a score of 0.99 compared to peers of 1.17 (-0.18). This is an internal estimate based on DfE 24 National Data, as no DfE Progress 8 data has been provided due to absence of KS2 data. In 2023/24, Progress 8 for disadvantaged students at Nonsuch was -0.28 compared to -0.58 for disadvantaged pupils nationally. This shows a clear improvement and provides a strong platform for continued development. Although we recognise that there is still work to do to raise overall attainment and progress for disadvantaged students, the improvement in Progress 8 for disadvantaged pupils was a key objective for the outcome at the end of the previous three-year strategy period.

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 most 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. Subject-based catch-up sessions have been provided as needed, supporting disadvantaged pupils to meet their targets, and mentoring systems to support both academic achievement and transition to secondary school have been introduced.

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 2024/25 70% EBACC for PP pupils, 74.6% for the whole cohort. These figures are however significantly above national levels which stand at 40.5 % for non-disadvantaged students, 29% for disadvantaged. We continue to ensure that our

curriculum is both appropriate for the needs of all our pupils and allows high expectations of all.

We have also used school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Current data demonstrates that the attendance of disadvantaged pupils is line with that of their peers - 96.7% for disadvantaged versus 97.2%. This compares very favourably to the national average for disadvantaged pupils of 85.4%, as well as to the average for London schools of 89.5%. It is also an improvement on the previous academic year, where attendance levels were 95.3% for PP students, 96.5% for all pupils.

Suspension rates continue to be low for all pupils. Suspension rates in the academic year 2024/25 stand at 3% for all pupils and disadvantaged pupils make up 12% of these suspensions, meaning that disadvantaged pupils have an overall suspension rate as a proportion of all students in the school of 0.4%. This compares to a national average for disadvantaged students of 9.73%.

We continue to offer a range of interventions at different levels within the pastoral system. Research shows that both behaviour in school and attendance for disadvantaged pupils are heavily linked with rising social emotional and mental health (SEMH) needs. Our graduated response to SEMH needs and additional resourcing for our SEMH provision has helped us to ensure we are able to meet needs internally or to collaborate effectively with local support networks where we are unable to meet need in school. Disadvantaged students have also been supported to join in with extracurricular activities with funding provided for music lessons, sports lessons, trips abroad as well as CCF and DofE, meaning that they have had full access to all aspects of school life.

The progress made in both attainment and well-being over the past three years as a result of our previous strategy has created a robust foundation from which to continue to strengthen outcomes for our pupils.

### **Overall Outcomes**

☒ Good progress   ☐ Average progress   ☐ Minimal progress

☒

While progress data can fluctuate year-on-year, heavily influenced by numbers of disadvantaged students in the year group, the progress of our disadvantaged pupils has steadily improved over the years. There is still an internal gap between our disadvantaged and non-disadvantaged cohorts, but the progress of our disadvantaged pupils relative to the progress of disadvantaged pupils nationally is significantly higher.

### **Teaching**

☒ Good progress   ☐ Average progress   ☐ Minimal progress

We have made good progress in ensuring knowledge and understanding of the school's strategy towards addressing disadvantage through our CPD and the work we have done on recognising and breaking down barriers to learning. Internal and external evidence indicates that the focus on the support given to vulnerable pupils is making a difference to pupil learning, such as through adaptive practice, effective feedback and systematic checks for understanding. We will continue to build staff capacity by delivering CPD centred on metacognition and effective strategies for supporting self-regulated learning, as these approaches have been shown to improve outcomes for all pupils, particularly those who are disadvantaged.

### **Targeted academic support**

☒ Good progress   ☐ Average progress   ☐ Minimal progress

There are now a range of interventions in place to ensure pupils struggling in the core curriculum subject areas receive the appropriate levels of support to make good progress. There is evidence that pupils in the maths mentoring and English intervention groups are making good progress on their targeted areas for development. Additional targeted support for literacy, and in particular reading, is being introduced to address the widening gaps in reading ages we have seen recently, and to embed strong language and literacy skills across the curriculum.

### **Wider strategies**

☒ Good progress   ☐ Average progress   ☐ Minimal progress

The school's investment in and co-ordinated approach to pastoral care is making a difference to behaviour and attendance concerns, particularly for pupils with social, emotional and mental health issues, and is improving students' well-being. Attendance rates have improved so that they are well above the national and London averages. An increasing number of disadvantaged students have been accessing extracurricular activities with PP funding, and our transition programme for year 6 has improved parental engagement and has ensured students are more confident and better prepared for moving into year 7. Suspension rates continue to be low for all students at Nonsuch.