

Pupil premium strategy statement - Northallerton School and Sixth Form

School overview

Metric	Data
School name	Northallerton School and Sixth Form College
Pupils in school	1008
Proportion of disadvantaged pupils	(201/1008) 19.9%
Pupil premium allocation this academic year	£202,221
Academic year or years covered by statement	2018/19 – 2019/20
Publish date	February 2020
Review date (This strategy forms part of a 3-year closing the gap strategy running from September 2019 to September 2022)	February 2021
Statement authorised by	Vicki Rahn (HT)
Pupil premium lead	Andy Wilkinson (DHT)
Governor lead	Janet Bates / Sue Adsett

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.80
Ebacc entry	11.54%
Attainment 8	30.28
% Grade 5+ in English and maths	23.08%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Gap between P8 for non-disadvantaged and disadvantaged is smaller than 0.5	August 2020
Attainment 8	Achieve an average score of 36	August 2020
% Grade 5+ in English and maths	Achieve at least 30%	August 2020
Other	Average weekly attendance to better than 91.3%	August 2020
Ebacc entry	Better than 15% for current Y9	April 2020

Teaching priorities for current academic year

Measure	Activity
Priority 1	BIG-5 Agenda, including QA, CPD and PM - effective provision for students' individual needs and raising levels of engagement in learning
Priority 2	Raise standards of attainment in the technology subjects through development of teaching, new appointments and addition of vocational course
Barriers to learning these priorities address	Some disengagement of students who feel that they are not accountable for their learning. Disengagement within the DT subjects and course offer which for some students does not meet their career aspirations.
Projected spending	£69342

Targeted academic support for current academic year

Measure	Activity
Priority 1	HLTA and ATA pupil premium interventions for students with weak literacy and numeracy SAIL coaching, SAIL workshop time and digital learning to develop independence
Priority 2	Improved access to reading through appointment of AHT with new reading strategy to include re-launch of accelerated reader
Barriers to learning these priorities address	Low levels of parental support influencing low literacy outcomes
Projected spending	£57730

Wider strategies for current academic year

Measure	Activity
Priority 1	1-2-1 mentoring for all disadvantaged students in Y11 co-ordinated by AHT + governor mentoring for identified groups. JET programme and extreme coaching.
Priority 2	New AHT role in school to include improving communication between school and home for disadvantaged students
Barriers to learning these priorities address	To tackle lack of focus on learning and raising career aspirations
Projected spending	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching and support staff know how to personalise their teaching to meet the needs of disadvantaged students	CPD programme to include specific training
Targeted support	Ensuring interventions are having the desired impact of raising achievement in English and Maths	Close tracking from PRP points and observation of interventions
Wider strategies	Engaging the families facing most challenges. Sufficient capacity to maintain effective mentoring links	School attendance officer with low teaching load to have the time to make parental contact mentoring shared commitments limited to max 2 students per adult - use of school governors

Review: last year's aims and outcomes

Aim	Outcome
To reduce the gaps in academic performance between disadvantaged and non-disadvantaged students for KS3	Performance data in autumn term 2019 shows that gaps have significantly narrowed in Y7/8 and 9. In fact in Y7 and 9 there is almost no difference in the gaps between current working grades and targets for disadvantaged and non-disadvantaged students
To reduce the gaps in academic performance between disadvantaged and non-disadvantaged students for KS4	The latest data capture for our current Y10 GCSE cohort shows that the gap in performance between disadvantaged and non-disadvantaged is almost half of the previous year's cohort.
To improve rates of attendance for disadvantaged students	Attendance for PP students in academic year 17/18 was 88.6%. At the end of academic year 18/19 this had improved to 89.0%.