

NCT pupil premium strategy

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Addressing non-academic barriers to attainment such as attendance and behaviour
- To create a purposeful and structured learning environment to increase engagement and outcomes
- Providing targeted academic support for pupils who are not making the expected progress
- To offer a personalised, meaningful and empowering education that enables students to build confidence and live life beyond school.
- To offer a broad range of opportunities where students can try new things and push boundaries.
- Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy in some students	Low levels of engagement for some students.
Low levels of numeracy in some students	Poor attendance and persistent absence for some students.
	Poor behaviour and exclusions for some students.
	Lack of parental engagement opportunities
	Lack of focus and confidence due to poor mental health and wellbeing

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems.
- Reinforce initial training with follow-on support

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Targeted academic support
2. Quality of teaching
3. Wider strategies

This focussed approach ensures the best chance of success for each intervention.

Targeted academic support

1. Small group tuition: Introducing targeted and timetabled English and Maths teaching for pupils who are below age-related expectations to increase engagement in lessons
2. One-to-one support for students requiring additional help: Enhancing teaching and learning through targeted use of teaching assistants.

Quality Teaching

1. Promote and support continuing professional development (CPD) opportunities for staff to ensure the delivery of high-quality education for all students

2. Professional Development: Termly subject meetings to support staff in staying current with curriculum developments and pedagogical strategies, while promoting consistency across the school
3. High Expectations: Fostering a culture where staff consistently uphold high expectations for all students, empowering learners to take pride in their achievements and strive for excellence

Wider strategies

1. Broad Opportunities: Cultivating a learning environment that offers diverse academic and enrichment experiences, equipping students with the skills and knowledge to thrive both in school and beyond.
2. Attendance: Introduction of a Family Liaison Officer to support student attendance and strengthen engagement with families, fostering a collaborative approach to education.

Our four-step approach to strategy

When developing and sustaining our pupil premium strategy, our school adopts a four-step approach to:

Diagnose pupils' needs – we use internal data and information, e.g. attendance data and teacher feedback to gauge the performance of our disadvantaged pupils against national benchmarks and examine what could be hindering their performance.

Use strong evidence to support the strategy – we utilise a broad array of external evidence to inform decision making alongside the expert knowledge we have of the pupils in our care. We utilise relevant and robust evidence, e.g. from the EEF's pupil premium resources, to provide appropriate and effective solutions.

Implement the strategy – we take time and care to implement our pupil premium strategy to address the challenges and needs of disadvantaged pupils, assess the strategy's effectiveness and address any barriers to successful implementation.

Monitor and evaluate the strategy – we continuously monitor the progress of the pupil premium strategy and make adaptations when needed and set short-, medium- and long-term outcomes to reach goals.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

For more information on our pupil premium strategy, please contact the SLT or our DTLAC, Laura Smith.