Pupil premium strategy / self- evaluation

Statement of intent

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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. The Robert Napier School has a higher-than-average population of pupils who are eligible for pupil premium funding at 47.78%. This is considerably higher than the national average of 28% (EEF Guide, September 2023). This means that large numbers of students within our community require extra support to attain well academically, pastorally and personally. All staff, regardless of status recognise the need of additional support so that these students can maximise their potential. We are privileged to be able to help the high numbers of more vulnerable pupils we serve. This document outlines how we do this and where we will continue to monitor the impact of our actions.

Summary information					
School	The Robert Napier School				
Academic Year	2023-2024	**Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)**	2022-2025	**Date this statement was published**	Dec 2023
Total number of pupils	1063	**Number of pupils eligible for PP**	508 students (47.78%)	**Date for next review of this strategy**	September 2024
Statement authorised by	J Tomkins	**Pupil Premium lead**	C McVeigh	**Governor/Trustee lead**	B Fincham

Detail	Amount
Pupil premium funding allocation this academic year	£454,000
Recovery premium funding allocation this academic year	£115,000
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**	£ 568,000

Current attainment	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
Progress 8 score average	-0.94	-0.77
Attainment 8 score average	27.29	32.99

Barriers to future attainment for pupils eligible for PP (Academic Year 2023-2024)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Raising Attainment of progress 8 score for PP students.
B.	Weak literacy upon entry and low reading ages
C.	Less positive attitudes to learning

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Attendance
E.	Social, Emotional and Mental barriers to learning

Intended outcomes *(specific outcomes and how they will be measured for 2023-2024)*		Success criteria
A.	- Improved outcomes for PP students. - The learning gap between PP students and non-PP students is being reduced or eradicated.	- Outcomes of public examinations: Improved score from -0.94 - Working at and Estimates following Data Captures to work towards improved score from -0.94. - Number of PP students attending intervention sessions- before and after school shown by attendance to revision- Numbers surpassing 50%.
B.	- Reading ages of disadvantaged students at the end of the year are in line with or improving in relation to their chronological age. - Oracy principles in use– No opt out, Response in full sentences, Use of standard English. - Disadvantaged students' range and use of academic vocabulary increases. - Improved Spelling, Punctuation and Grammar of disadvantaged students. - Teachers ensure that literacy in their subject is prioritised to ensure that pupils are able to access the content in exams.	- Bedrock lessons showing improvement with PP students. - Literacy/Reading interventions show increase to chronological age, including Reciprocal Reading and Purple Pen activities. - All schemes of work and curriculum maps identify where Tier 2 and 3 Vocabulary will be taught. These will be available on school website and within curriculum plans. - Work scrutinies show SPAG being challenged and students acting upon feedback. - Embedding reading into form time activities and starter activities.

C.	• All disadvantaged students have an average attitude to learning score of 2 or above.	• Data captures to monitor and follow up mentoring. • Number of behaviour logs for PP students being reduced. 12,486/19,281 (64.75%), reduced to 50% • 5,000 positive phone calls home for PP students - this builds relationships with parents. • Number of PP students in Inclusion reducing: 245 cases in 2022-2023.
D.	• Attendance of disadvantaged students is at national average for all students or improving.	• Attendance monitored- 83.5% (July 2023 for PP students). This is to be in line with the 97% target. • In Touch messages sent to parents on first day of absence, telephone call on the second day. • Celebration of PP students with attendance of 100%- certificates, phone calls and letters home.
E.	• Number of PP students vs non-PP students that engage with a 1:1 careers interview. • Number of PP students that engage with the ThinkForward programme. • Disadvantaged students are proportionally represented within the JLT/Student Council. • Parents value education and are increasingly confident to support and encourage their child.	• Record of careers interviews and impact on CTL. • NEET figures for PP students in Year 11 and 13 to be 0. • Increased numbers of disadvantaged students in school leadership positions 50% of students are PP. • Increase in take up of parental engagement opportunities at support evenings.

Planned expenditure						
Academic year		**2023-2024?**				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. **Quality of teaching for all (Estimated budget £40,000)**						
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**		**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Development of Metacognition and self-regulation amongst pupils.	Staff will get CPD specifically on exposing pupils to wider reading and extended writing.	Teaching these strategies is an inexpensive technique with a better chance of reducing the disadvantaged PP gap. Teachers will need to be consistent with their approach in lesson to allow disadvantaged pupils to adapt to this method of teaching. It is more effective when taught in collaborative groups within class. Evidence to support rationale: Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk)		Completion of DDIs three times a year. Findings will help identify the ways in which this has been implemented but also developmental targets for further development. Numbers of staff that have attended the CPD sessions and findings from follow up surveys as to how this will help develop practice and enhance progress of students.	SLT T and L Team	Following each DDI round. X3 a year. Feedback from staff surveys regarding the sessions and how they will help evolve practice. After the implementation of the CPD sessions.
Collaboration/ co-operative learning	This allows every pupil to contribute to a common outcome though tasks/ activities with peers and overcome challenges together to promote better outcomes in progress.	Attainment can be improved by a total of 5+ months when used correctly when pupils are placed in groups of 3-5. CPD is required of teachers to develop ways of promoting co-operative learning. There are ways of promoting the outcomes of pupils through competition between groups of pupils if the focus is not on winning but the learning taking place when doing the tasks/activities. Collaborative learning approaches	EEF (educationendowmentfoundation.org.uk)		Completion of DDIs three times a year. Findings will help identify the ways in which this has been implemented but also developmental targets for further development.	Teachers	Following each DDI round x3 a year.
Improving literacy in all subject areas.	Reading comprehension strategies focus on pupil's ability to understand written text.	The ability to read is key in developing new ideas and understanding of topics/content learned in class. This will allow pupils to learn how to summarise key points and ultimately identify and resolve challenges themselves (improving metacognition and self-regulation). Using reading comprehension strategies is an inexpensive yet effective method which can lead to 6+ months progress over the course of the year.		The roll out of Reciprocal Reading across the school. The introduction of a Purple Pen policy.	CMC EJO All staff	Following the completion of Reciprocal Reading tasks implemented by departments. Termly.

| | | Key implementation of reciprocal reading.

Pupils will be able to learn different strategies to understand the meaning of what they are reading. This will allow pupils to access the curriculum in all subjects through assessments.
We will use Bedrock for KS3 and literacy assessment online to measure pupils reading ages.

Form time reading as well as reciprocal reading tasks are being embedded into the curriculum to give all pupils the chance to access reading materials.

Feedback is given to pupils via two main approaches which are written and/or oral.

Feedback provides pupils with the ability to refocus on actions to achieve a desired outcome.

This can also be provided via tests/ assessments, digital technology (Microsoft Teams), teaching staff and peers within the classroom. | With careful planning, activities can be tailored to pupils reading capabilities so that challenge is effective but not overwhelming.

Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)

Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)
Feedback is a well-evidenced and has a high impact on learning outcomes. It is well documented that there is no one way approach to feedback and that all types can be influential.

Feedback used in the correct manner can show high levels of progress within pupils learning. Verbal feedback shows an additional 7+ months progress, which is slightly better than written feedback alone (5 months progress).

Feedback is arguably most effective during, immediately after and sometime after learning has taken place. The school policy provides the opportunity to stretch and challenge pupils' knowledge through blue reviews after assessments and through knowledge quizzes at the start of every lesson. This will recall knowledge learnt from previous lessons/topics.

Feedback | EEF (educationendowmentfoundation.org.uk) | Development of a reading statement of intent.

Embedding of a reading programme within form time.

Misconceptions addressed as part of Blue Reviews and Assessment feedback procedures.

Analysis of reading ages to ensure progress.

Completion of Bedrock activities. | Form tutors. | DDIs that reflect Purple Pen misconceptions and how students are correcting literacy. Termly.

QA of Blue Reviews x 3 a year following T and L audits.

Progress measures from Bedrock Learning. Monthly.

Misconception lessons where literacy/feedback has been identified and actions taken to address any issues. |

Teaching assistants – tutoring programmes	Teaching assistants are deployed at TRNS to work alongside the teacher to improve outcomes of pupils with different learning barriers. Teaching assistants also hold small tutoring groups where targeted KS3 pupils from maths and English can have smaller group interventions often providing 1-1 support. This is utilised through small intervention groups and in particular, disadvantaged pupils including SEND, SEMH and EHCP using A2M as support.	Teaching assistants (also known as LSAs/TAs) when deployed correctly by the teachers, can have a moderate impact on pupils' outcome. TAs at TRNS support pupils through small group work in classes with pupils who find certain concepts of lessons challenging. They promote independence and confidence with assessments. We also provide pupils with 1-1 literacy and numeracy who have been identified as benefiting from these interventions from early assessments. TA's also work closely with supporting EAL pupils in lesson along with visually impaired pupils to prevent language and disabilities being a barrier to their progression. Teaching assistants provide resources that will help support pupils and teachers when differentiating work. Teaching assistants also undergo an online course where they are required to achieve 50/50 on an assessment to become invigilators during exams for SEND pupils. This allows them to support pupils during these assessment periods. Targeted interventions has been proven to have a higher impact on pupil outcomes, more so than being in the classroom where there is limited progress studies have found. Evidence shows that when teaching assistants complete CPD this would be a cost-effective approach at increasing outcomes of disadvantaged pupils. Catch-up numeracy and literacy strategies implemented in conjunction to learning established in classrooms has shown positive effects on pupil outcome in those subject areas. Teaching Assistant Interventions	EEF (educationendowmentfoundation.org.uk)	Specific job descriptions and timetable of LSAs/TAs. Review of these descriptions as part of appraisal processes. Staff used for Access Arrangements and the examination timetable. Targetted intervention timetables. CPD records that shows what development staff have engaged with.	RRO JRA CCO LSAs TAs NHU/SDA	Every second term. Exam periods Following each Data Capture Ongoing over the course of the year depending on the CPD needs of stakeholders.
Remote/blended learning provision:	Microsoft Teams has now been fully integrated to the school and curriculum. Pupils can access homework, lessons, catch up work and communicate with teachers.	Evidence from the EEF states that studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). Teachers continue to communicate with classes via teams. Knowledge booklets are accessible here. This improves the dialogue between home and school. Funding is still used to ensure logistics (like laptops and internet access) don't inhibit this. Instead of being remote learning the school has successfully moved to blended learning which the EEF supports. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf	Accessible materials available for students via Teams/website. Knowledge booklets are accessible for students.	HODs/SLT KEV/HODS	Ongoing- reviewed termly. Ongoing- reviewed termly.

ii. Targeted support (Estimated budgeted cost 160,000)

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
ThinkForward Coordinator based at Robert Napier School	Pupils, initially in KS3, will be selected to work with our ThinkForward	ThinkForward provides long-term coaching that gets young people ready for the world of work. They help pupils develop the skills that young people need, help them overcome the challenges that keep them from succeeding, and facilitate employability activities to broaden their horizons and provide experience of the workplace.	Impact report from Think Forward Feedback data from all stakeholders	BAL CMC HOY	Every second term. End of year Impact Report.
Improving literacy in all subject areas.	Reading comprehension strategies. Online literacy assessment – Bedrock ***Feedback*** Feedback is given to pupils via two main approaches which are written and/or oral. This can also be provided via tests/ assessments, digital technology (Microsoft Teams), teaching staff and peers within the classroom.	Using reading comprehension strategies is an inexpensive yet effective method which can lead to 6+ months progress over the course of the year. With careful planning, activities can be tailored to pupils reading capabilities so that challenge is effective but not overwhelming. Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk) Students are tested at the beginning and end of the academic year to assess reading age and impact of strategies. Digital Literacy Curriculum	Bedrock Learning Feedback is a well-evidenced and has a high impact on learning outcomes. It is well documented that there is no one way approach to feedback and that all types can be influential. Feedback used in the correct manner can show high levels of progress within pupils learning. Verbal feedback shows an additional 7+ months progress, which is slightly better than written feedback alone (5 months progress). Feedback is arguably most effective during, immediately after and sometime after learning has taken place. The school policy provides the opportunity to stretch and challenge pupils. This will recall knowledge learnt from previous lessons/topics.	Reading age data. Roll out of reading strategies- Reciprocal Reading across all departments. Modelling/CPD of what effective reading looks like and sharing of strategies at subject level. Reading programme developed to suit reading ages for registration groups.	CMC HOD STO EJO	Beginning and end of academic year. Termly September 2022. Shared monthly with reading ages to show progression in fluency.

Individualised instruction	SEND profile which highlight individual needs. Teacher-pupil relationships and developing understanding of barriers A2M for disadvantaged pupils who require routine support in accessing mainstream education.	EEF has found individualised instruction strategies provide a further 4-month progress per academic year. Pupils in A2M have access to smaller group tuitions and other methods such as digital technology. This also provides more challenged pupils with a space to express their behaviour in a controlled manner, reducing behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-intervention The school continues to provide CPD for staff and SEN profiles are consistently updated for individualised approaches to improving outcomes of every pupil in the school.	Creation of SEND profiles so staff can personalise learning to meet individual needs. ASDAN Programme in A2M. CPD taken across the school to meet the needs of individual groups.	CES RRO JRA/CCA A2M Team Staff	Beginning and end of the academic year. Ongoing in A2M. After each bespoke CPD session that links to individualised instruction.
Bedrock Reading	Bedrock teaches academic vocabulary through online reading, writing and oracy practice.	The interactive curriculum encourages independence with literacy concepts and helps them to apply in other contexts. We have access to live parent and teacher dashboards reveal the progress and engagement of learners. Introducing learners to a wide range of engaging texts to increase cultural capital. Digital Literacy Curriculum	Bedrock Learning	Monthly reports which show progression. Celebration of individual success following the monthly reports.	CMC/STO English Team.	Monthly.
Form time retrieval tasks	Pupils are provided with content from teachers to recall information learnt throughout the curriculum.	This is used to provide pupils with the opportunity to discuss potential difficult topics during the 20 minutes form time. It is also used to work on key exam skills. Collaborative learning approaches	EEF (educationendowmentfoundation.org.uk)	Form time programme developed according to the needs of different year groups. Centralised for staff.	CMC DMA HOY	Reviewed weekly. Resources shared weekly.
Homework	Pupils can attend after school homework club and revision between 3-4pm across several days of the week.	Homework and revision is fundamental to increasing knowledge outside of school. This develops academic growth and evidence suggests that pupils can add additional 5+ months to their learning. Pupils will have access to computers, resources and teaching support staff whilst completing homework. This allows pupils to keep on track with homework and avoid consequences of no homework being handed in. Homework	EEF (educationendowmentfoundation.org.uk)	Homework Club running 4 days a week. Attendance to this club by students.	CGO JRI	Reviewed weekly.
Exam CPD for staff	Staff will complete standardisation programmes and will collaborate to assess validity of assessments to provide accurate data of pupil progression.	During collaboration meetings, staff will moderate marking to ensure all misconceptions are kept to a minimum and that feedback is consistent throughout the school and within departments. Any issues will be raised in these meetings and addressed accordingly. Feedback	EEF (educationendowmentfoundation.org.uk)	Assessments reviewed and QA'd at SLT level. 6 assessments completed a term for 3 Data Captures.	HODs Link-AHTs SLT Teachers	Completed termly. Data reviewed after each Data Capture. Misconceptions addressed in Blue Folders

iii. Other approaches (Estimated Budgeted cost £365,000)

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Votes for Schools	Votes for Schools provides students opportunities to listen and discuss current affairs topics and relating them to PSHE and citizenship topics.	This improves cultural capital and exposes pupils to knowledge and ways of thinking in a reflective manner. Pupils vote on a statement at the end of form time then in a subsequent week they get to see how other schools voted to measure their opinions against other schools.	Part of Form Time programme. DDIs reflect student engagement. Staff feedback	KS Link AHT Form tutors	Weekly following the current affairs topic. Following form time DDI rounds.
MIND counselling	Identified students have access to a trained counsellor. We have increased their time in school by 50% this year.	Students identified by pastoral teams as needing counselling and emotional support have access to a trained counsellor. Some of this is in group sessions and some are in one to one for pupils with more sensitive needs.	Findings from meetings. Student engagement within learning. CTL grades.	Mind Counsellor. SG Team.	After each meeting with each individual student.
Peer-mentoring	Older pupils work collaboratively with younger children to support learning, behaviour and to act as a positive role model which disadvantaged pupils can ask for support from.	Peer-tutoring is something we utilise using sixth formers with pupils who often find themselves disengaged in the lessons and those who need further support with levels of anxiety and prevention of referral visits. Pupils in sixth form and year 10 work closely with pupils in year 7 at TRNS. Some 6th formers work closely with other vulnerable pupils who have been identified as have many learning barriers within the school. EEF has suggested that correctly using peer-tutoring can make 5 months additional progress throughout the academic year. Better outcomes seem to be for those lower attainment pupils. Peer tutoring	EEF (educationendowmentfoundation.org.uk)	Students working together to reduce issues across the school. Further issues reported and dealt with quickly. Reduced issues reported.	DMA GBO ASM AHO	After each individual mentoring session with students.
Aspiration interventions	Used to promote short, medium, and long-term goals of pupils. Used during weekly structured form time career activities, career meetings with individual pupils, mock interviews.	Through observations and discussions with pupils, they typically have no long-term goals, and these interventions aim to inspire. This could improve motivation, attitudes and beliefs in their learning and increase diversity amongst our pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	Aspiration Evening KS4 Aspirations Evening KS5 Careers meetings with potential NEET students	SLT HOY CMC DMA	Parent/student survey Numbers of students that have attended the evenings. Numbers of Careers meetings attended. NEET score.

Behavioural interventions	Internal (DOLs, HOD, DSL, SLT, HT, all other teaching staff) and external (nurture programme) all have a role in reducing negative behaviour and promoting good behaviour. This will lead to greater pupil outcomes and reduced referral counts.	The EEF identified an average of 3+ months progress and therefore an overall positive effect on discipline and ethos of the school. Through observations, discussions and surveys with teaching staff, the behaviour policy is consistently under review and is adapted to cope with wide range of behaviours shown by pupils. CPD is at the heart of improving pupil-teacher relationships to promote better successful working environments. The nurture programme is targeted for vulnerable pupils who benefit from learning skills not necessarily focused on in lesson built around learning respect and values. This aims to reduce behaviour amongst consistent offenders and reduce the number of inclusions/exclusions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-intervention	Building of Nurture Programme across the school. CPD for staff on the concept of Trauma Informed Practice. Development of the Boxall Profile for our most disaffected students. Completion of a new Behaviour Policy.	BRA TAR SLT/HOD HOY	Termly
Pastoral support	Safeguarding, DOLS and house managers.	The role of the pastoral team is to monitor behaviour, attendance, and welfare of pupils at the school. They keep effective relationships with outside agencies that help support pupils. They are also first aid trained to assist with any issues.	Pastoral support within each House to support DOLs with issues.	AHO MPR NDA JCU AHO	Ongoing
Summer school	Summer schools are additional lessons and extra-curricular activities completed during the summer holidays. It aims to utilise a range of skills to provide pupils with confidence when joining the school from year 6.	For the pupils completing summer school activities, EEF provide evidence that this could promote additional progress of 3+ months. There are barriers such as cost of staffing and attendance from pupils due to it being out of term time. There is evidence that additional activities during term time could be more cost efficient. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools Parental engagement	EEF (educationendowmentfoundation.org.uk)	Numbers of students attending the summer school project. Activities completed as part of the summer school. Students settling into RNS with more ease. Feedback from students.	LGE RFI ASM ECTs	Following Transition Evening where students can sign up and attend Summer School. After the Summer School finishes and students have completed their transition to RNS.
Parental engagement	Reintegration meetings with parents. Parents are kept updated by DOL's and teaching staff of positive and negative comments in relation to their child.	Parental engagement shows a cost-effective approach of improving outcomes/ progress by an additional 4 months. There will need to be a greater opportunity for parents to learn skills themselves which can enhance the engagement in homework and revision completed outside of school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	Completion of all paperwork with parents. Parental attendance and engagement to different events running at RNS	HOY HODs SLT	As and when meetings are needed with parents. Following the different events that happen at RNS so that we can gauge feedback from parents.
Student fund	Purchasing of uniform for students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	Students and parents feel supported by the school and that they	LGE HR	Every term in accordance with the HR Team to review expenditure.

	Any other purchases that the school deem necessary to help students overcome external barriers.	There is very little evidence to suggest this improves outcomes of pupils, but we have witnessed at TRNS that pupils refuse to come to school without it, which would certainly hinder performance outcomes. The funding also goes towards equipment, educational trips, cooking ingredients where pupil require funding.	can adhere to school life regardless of background.	SLT HODS	As and when requests for support were made.
Welfare and attendance report.	Attendance officers and house managers.	The lead attendance officer's role is to monitor attendance not just to school but to each lesson. Any areas of concerns are reported to house managers and potentially to the safeguarding team. As we are aware, attendance is directly linked to success and reducing the PP gap is vital to improving outcomes of our disadvantaged pupils. Pupils with low attendance will be contacted home by form tutors, house managers and attendance officer for reasons why, with appropriate actions to follow. They will also discuss interventions to improve attendance such as flexi timetables, change of halves and potential of managed transfers. Parental engagement	EEF (educationendowmentfoundation.org.uk)	Cost of fares for disadvantaged students/parents. Visits completed by Home School Support Officer.	LGE Safeguarding Team PAL AHO	Every term in accordance with the HR Team to review expenditure. As and when requests for support were made.

Part B: Review of outcomes in previous academic year

A. Pupil Premium Strategy: Raising Attainment (KS3)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Year 7	DC1	DC2	DC3	Year 7 Analysis
Average PP Progress	-2.7	-2.34	-0.82	As the data suggests the gap between the data for PP students is closing moving from -2.7 to -0.82. The interventions outlined above are having an impact, meaning that the expenditure on interventions for PP students is having impact. Since the beginning of the academic year, the gap has been reduced by -1.88, almost two grades. This is a real success of Robert Napier School. Despite this, the gap remains for students in Year 7. Between DC1 and DC3 the average progress score has moved from -5.3 to -1.3. The improvement of 4 grades suggests that it is much easier to close the gap with PP students.
Average Non-PP Progress	-5.3	-3.17	-1.3	Despite some of the improvements to the data for both groups of students, the gap of -0.48 still exists and therefore we need to continue implementing our interventions to close the gap to 0.

Year 8	DC1	DC2	DC3	Year 8 Analysis
Average PP Progress	-4.0	-3.87	-1.46	With Year 8, we are seeing a similar trend to that of Year 7 where students are starting the Year but making progress as the year goes on. Between DC1- DC3, PP students have made improvements with their average progress scores by moving from a DC1 score of -4.0 to their DC3 core of -1.46. An improvement of -2.54, two and a half grades. Non PP students in Year 8 have started the year with an improved progress score in comparison to their PP counterparts of -3.6. This suggests that there is an attainment gap between PP vs non-PP even from the
Average Non-PP Progress	-3.6	-5.57	-1.31	beginning of the academic year. However, the progress of non-PP students has regressed with DC2 (-5.57) before improving again with DC3 (-1.31). Despite this regression and subsequent improvement, our non-PP students have ended the year with a better average score than our Year 8 PP students. The attainment gap of -0.10 following DC3 shows that our interventions are working and that the gap is getting smaller. This is a huge improvement in comparison to the -1.6 gap following DC1. Despite the success in closing this gap, there is still more interventions that needs to be implemented in order to eradicate this learning gap completely.

A. Pupil Premium Strategy: Raising Attainment (KS4)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Year 9	English	DC1	DC2	DC3	Year 10	English	DC1	DC2	DC3	Year 11	English	DC1	DC2	DC3
	PP	3.04	3.51	4.62		PP	-2.02	-1.93	-1.59		PP	-1.58	-1.53	-1.31
	Non-PP	3.09	3.62	4.67		Non-PP	-1.91	-1.48	-1.3		Non-PP	-1.66	-1.60	-1.28
	Gap	-0.05	-0.12	-0.06		Gap	-0.11	-0.45	-0.29		Gap	0.08	0.07	-0.03
	Maths	DC1	DC2	DC3		Maths	DC1	DC2	DC3		Maths	DC1	DC2	DC3
	PP	2.38	2.87	3.55		PP	-2.37	-2.86	2.4		PP	-1.89	-1.87	-1.33
	Non- PP	2.42	3.09	3.87		Non-PP	-2.05	-2.44	-2.06		Non-PP	-1.76	-1.6	-1.12
	Gap	-0.04	-0.23	-0.31		Gap	-0.32	-0.42	-0.34		Gap	-0.12	-0.27	-0.22

The data reflects some improvements across English and Maths at KS4 for our PP students when compared to non-PP students. However the learning gaps remain in all by two of the 18 Data Captures across KS4. This shows that 11.11% of our Data Captures of KS4 were able to have a positive score when comparing the two groups.

In all but 1 of the Year Groups (Year 11 English) the gap between PP vs non-PP students has been able to progress, showing that the gap can be closed. This is due to the bespoke interventions that Robert Napier School has implemented (outlined in the report above). With Year 9 English and Year 11 English, the gap has come very close to being eradicated completely, highlighting the success of the strategies that the school has engaged with and the expenditure of the money to support these.

Pupil Premium		
+ Pupil Premium	78	-0.94
+ Non PP	106	-0.77
+ PP Gap	-28	-0.17

The success of these strategies and the expenditure of the PP budget to support learning was further highlighted in the August 2023 results for the GCSE exams. PP students attained a P8 score of -0.94 whilst non-PP students attained -0.77 leaving a gap of -0.17. 2.5% of PP students achieved 5 GCSEs including English and Maths whilst 12.2% of non-PP students achieved 5 GCSEs including English and Maths. This data highlights the importance of raising attainment for our PP students.

The interventions that have been rolled out across the school have been successful but there is still further work to be done as the gap still exists.

B. Pupil Premium Strategy: Weak Literacy levels

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

	Average pp reading age (Sept 2022)	Average non-pp reading age (Sept 2022)
YEAR 7	9.51	10.46
YEAR 8	9.98	10.58
YEAR 9	11.44	11.01
YEAR 10	11.23	11.43
YEAR 11	12.35	12.96

Analysis of impact

Literacy has always been a barrier to learning and a reason why we experience some less positive attitudes to learning. Since returning from COVID-19, we have experienced an increased issue with the fluency of our students. As seen in the reading ages of our students, all year groups are below their chronological reading age, highlighting the need for urgent literacy interventions. With the roll out of Reciprocal Reading and the form time programme, students are now becoming more exposed to different texts to not only develop fluency at subject level but also to promote a reading culture across the school. This has also prompted us to invest in Bedrock Learning which we will see the benefits of as we move into the academic year 2023-2024.
The data to left shows that although the average reading ages for all year groups are below chronological age, there is still a learning gap between PP and non-PP students with PP students in all years bar Year 9 underperforming against their non-PP counterparts. Year 7 has the largest learning gap with a difference of 0.95 and Year 8 with a learning gap of 0.60. Year 11 has a deficit of 0.61 showing that there is half a year difference between the two groups. These two groups are most in need of further interventions and this will be rolled out in the academic year 2023-2024.
With Years 9 and 10 the strategies that are being implemented are showing signs of success, especially with Year 9 where the PP students are outperforming non-PP students. The roll out of a form time reading programme and Reciprocal Reading across subjects, the development of the Bedrock Learning platform will continue to strengthen the reading ages of our students. This is based on the findings of the Educational Endowment Foundation which shows that access to high quality teaching and curriculum are critical to maximise progress and achievement.

These strategies need to continue even more so that the gap continues to get smaller with these students.

C.Pupil Premium Strategy: Less Positive Attitudes to Learning

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

	Term 1 Overall: 379		Term 2 Overall: 409		Term 3 Overall: 387		Term 4 Overall: 269		Term 5 Overall: 267		Term 6 Overall: 221	
Year 7	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
	14	4	26	9	30	12	16	9	16	9	12	7
Overall	18		34		42		25		25		19	
Year 8	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
	68	35	93	38	73	44	42	36	28	35	41	28
Overall	103		131		117		78		63		69	
Year 9	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
	43	65	67	76	72	32	49	40	33	73	52	39
Overall	108		143		105		89		106		91	
Year 10	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
	41	22	31	15	34	17	14	24	21	34	19	23
Overall	63		46		51		46		55		42	
Year 11	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
	45	42	30	25	30	42	36	3	2	16	N/A	N/A
Overall:	87		55		72		39		18		N/A	

Analysis of impact

Behaviour can be a hinderance to academic progress at for a minority of pupils at TRNS and it continues to be addressed through whole school CPD, meetings and changes in behaviour policy. Our disadvantaged pupils made up a larger proportion of pupils being referred to the referral unit than pupils who were not in 2021-2022 This unfortunately reduces face to face learning between pupil and teacher which we have established is key for teaching and learning. The aim is reduce this deficit this academic year. Termly referral numbers range from 58% of pupils being PP to 51% showing that our interventions are working.

The numbers of FTEs are outlined below:
Term 1: 50 PP   22 non-PP
Term 2: 71 PP   29 non-PP
Term 3: 62 PP   29 non-PP
Term 4: 29 PP   20 non-PP
Term 5: 15 PP   10 non-PP
Term 6: 18 PP   13 non-PP

The PP numbers have come decreased in comparison to the beginning of the year but they are still not at the level in comparison to the number of FTEs of non-PP students. The interventions are working but the strategies will need to continue into the new academic year.

D.Pupil Premium Strategy: Attendance

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

	Non-PP	PP
Term 1	92%	86%
Term 2	89%	83%
Term 3	89.9%	83%
Term 4	89%	83%
Term 5	90%	84%
Term 6	87%	82%
Total	89.5%	83.5%

In order to effectively monitor attendance, it is best to compare the Pre-COVID year at school with the academic year of 2021-2022. In 2018-2019 PP pupils had an average attendance rate of 92%. Non-PP pupils were slightly above the expected average at 96.1%. The lower rate of attendance in PP pupils will influence pupil outcomes.

When comparing the above attendance to last year, the data shows that the attendance gap between PP and non-PP pupils has increased by 6.1%. This is a 2% gap increase from the last full academic year. While these figures are still not where the school would like them, figures throughout the year did start to increase as a result of a home school support officer being employed and the expansion of the attendance team.

It is clear to see that whilst there are occasions where attendance has improved, there are still gaps in the data which highlight the differences between PP vs non-PP attendance to school. Examples of this are shown on the left where there is an overall deficit of 6%.

Interventions have been put in place to try and increase these figures such as taxis to offsite provisions and the employment of additional staff to support attendance across the school. The Robert Napier School has also engaged with Home Visits to ensure that children are safe but also to encourage them back into school. Our school Safeguarding Team have welcomed such interventions. Intouch messages sent out within the first hour of school and all tutors taking on the role of monitoring and chasing up attendance.

At the Robert Napier School, we recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. These interventions will therefore continue into the new academic year and PP students will continue to be a focus for our attendance team.

E. Pupil Premium Strategy: Social, Emotional and Mental barriers to learning.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Number of CPOMs logs for SEMH Issues	199 across 2022-2023
Number of cases by PP status	123 logs for PP students (61.8%), 76 logs for non-PP students (37.6%)

Since the pandemic, we have seen a steep rise in the number of pupils who are struggling with SEMH related issues. The evidence for this is based on observations, referrals to counselling services, pupils with mental health issues who the safeguarding and welfare teamwork with. CPOMS referrals increased dramatically in the last two years. As shown above, the number of logs last academic year highlights that PP students are experiencing more issues than there non-PP counterparts. On one side, this is good as it means we are more aware of issues and can then support using specific interventions that we have engaged with.

Mental health and well-being support was particularly significant for our students in the summer terms as the stress and examination pressures started to materialise within our students. Revision strategies and resources were shared to try and help students cope with such pressures. Support from Heads of Year and Pastoral Managers helped our students during such stressful times to help them unlock their true potential.

The Home School Support Officer is having an impact on tackling the SEMH issues. This will continue into the academic year of 2023-2024.