Pupil premium strategy statement –The Nobel School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1493
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Martyn Henson
Pupil premium lead	Naomi Rose / Rhian Kazwini
Governor / Trustee lead	S Appiah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,780
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£14,145
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*	£234,925

Academic year/years that our current pupil premium strategy plan covers 2023- 6

Part A: Pupil premium strategy plan

Statement of intent

At Nobel, we have high expectations for our disadvantaged students. In line with our school vision, we aim to close the gap in achievement for those receiving PP funding, to ensure that we:

- support our students to achieve the very best grades they can,
- actively develop their character so that they may make the best choices in all situations,
- provide them with the necessary information so that they can make informed decisions for the future and be prepared for the world of work

Our strategy is based on putting those expectations into practice and ensuring all PP students can live a 'life well lived' as Nobelians.

We draw on research from the EEF and the Sutton Trust toolkit as well as the barriers we have identified from our own research to allocate funding. There are many complex barriers for underachievement, however we have identified these explicit barriers below for our students and have allocated funding to support these.

Following recommendations from the EEF Guide to Pupil Premium, we implement a three-tiered approach to our pupil premium plan:

1. High quality teaching: High quality teaching is at the heart of all with a focus on areas in which disadvantaged students require the most support. The EEF suggests that high quality feedback can improve student progress by 6 months and our 3-year strategy focuses on responsive teaching and deliberate practice to enable our teachers to expertly diagnose gaps that students have and ensure students are applying their knowledge and receiving frequent feedback.

2. Targeted academic support: Our academic support looks first at the students arriving below secondary expected levels in Literacy and Numeracy and addresses these barriers with evidence-based intervention programs. Finally, Year 11 PP students most at risk of underachievement will be offered 1-1 virtual tutoring through the NTP

3. Wider strategies: Our wider strategies focus on ensuring students have the resources to access education, builds their cultural capital and that no material barrier prevents a child from leaning. We focus on ensuring that students have uniform, equipment and learning resources as well as targeting PP students to attend extra-curricular opportunities.

Academic year/years that our current pupil premium strategy plan covers 2023- 6

Challenges

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

Challenge number	Detail of challenge
1	**Attainment in Year 7** *Our analysis of KS3 assessments shows us that the largest gap in attainment between PP and non-PP students in KS3 occurs in Year 7. The average end of year exam result in 2023 was 44% for PP students but 59% for non-PP students. This gap has widened over the last two years, suggesting that the lost learning during Covid continues to have a disproportionate impact on PP students.*
2	**Attainment in Year 11** *Our Progress 8 score in 2019 and in 2023 was lower for PP students than the progress achieved by their non-disadvantaged peers. (See table in Part B Review of Outcomes) Whilst the gap is smaller than the Hertfordshire and national gaps, it remains a priority to close this further. In 2018-19 41.8% of DA students achieved 9-5 in English language against a whole school figure of 55.4%. In 2022-3 it was 36.1%, against a whole school figure of 59.1%*
3	**Attendance** *– our attendance data indicates that attendance among disadvantaged students is 6-7% lower than for non-disadvantaged students. PA is significantly higher for DA students than non-DA students. In 2022-3 the PA accounted for 42.2% of PP absence and 14.3% for non-PP students.*
4	**Behaviour** *Our observations and analysis of behaviour data has shown that disadvantaged students receive a disproportionately large number of detentions and suspensions. In 2022-3, disadvantaged students received 33.23% of detentions despite representing just 14% of the cohort. They also received 47.6% of fixed term suspensions.*
5	**Social and Emotional Problems** *Our wellbeing survey, observations and discussions with students and their families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged students including their attendance and attainment. Furthermore, disadvantaged students are more likely to experience trauma and adverse childhood experiences which can contribute to issues with their SEMH.*
6	**Lower Parental Engagement** *Our internal monitoring data shows that families of disadvantaged students are less likely to attend significant events such as Meet the Form Tutor, online parents' evenings, and information evenings. The high unauthorised absence rate for PP students (4.5% in 2022-3 compared with 1.7% for non-PP students) may also be indicative of lower parental engagement.*
7	**Material barriers to learning.** *A significant proportion of our PP students request help to buy uniform, books and other learning resources. These requests have increased since Covid. In the financial year from April 2022 to December 2023 we received requests for partial funding of uniform, bus tickets*

Academic year/years that our current pupil premium strategy plan covers 2023- 6

	and school equipment totalling £1384.96 Ensuring every child can travel to school and has the resources to access lessons remains a priority for Nobel.
8	**Cultural Enrichment** *Our observations of and conversations with our students suggest that disadvantaged students have fewer opportunities for cultural enrichment than their advantaged peers. Fewer PP students sign up for and attend clubs regularly than their non-PP peers. (47% of PP students signed up for a club in the Autumn term of 2023, compared to 52% of non-PP students)*

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. Where specific targets have been set, these will be reviewed annually to ensure that they remain appropriate.

Intended outcome	Success criteria
Close gap between PP and non-PP exam attainment in Year 7	Gap between PP and non-PP attainment in Year 7 exams is reduced from current 15%
	Summer 2024: 12% or less *(actual = 14.48%)*
	Summer 2025: 8% or less
	Summer 2026: 4% or less
	Students arriving at Nobel with a SAS of less than 95 receive support to progress in reading so that they can access the content of Year 7 exam papers
Close P8 gap with a focus on reducing the larger gap between DA and Non-DA progress in students achieving a 5 or more in English and in Maths	P8 gap closes from –0.60 in 2023 to –0.1 in 2026
	Close Maths 9-5 P8 gap from 24% in 2023 to 17% in 2024 *(actual increase to 26%)*
	Close English 9-5 P8 gap from 23% to 15% in 2024 *(actual 19.3%)*
To achieve and sustain improved attendance for disadvantaged students	Reduce attendance gap to less than 4%
	Summer 2024: 5% *(actual 6.1%)*
	Summer 2025: 4%
	Summer 2026: 3%
	Persistent absence for PP students reduces from 42.2% in 2022-3 to be more in line with PA for the whole school (14.3% in 2022-3)
	Summer 2024: 35% *(actual 39.22%)*
	Summer 2025: 32% (revised 2024)
	Summer 2026: 20% (revised 2024)
	We recognise that every extra day has an impact on the progress and learning of all students. We would like the attendance of

Academic year/years that our current pupil premium strategy plan covers 2023- 6

	disadvantaged students to be at the same level as all other students.
Disadvantaged students account for significantly less detentions and fixed term suspensions. The data is more representative of the whole school cohort.	Reduction in the percentage of detentions DA students receive to 20% or less over three years (currently representing 33.69% of detentions but only 14% of the cohort) Summer 2024: 30% *(actual 37%)* Summer 2025: 25% Summer 2026: 20% Reduction in the percentage of fixed term suspensions DA students receive (currently representing 47.6% of fixed term suspensions) so that DA students receive 25% or less of fixed term exclusions (suspensions) by Summer 2026 *Summer 2024 = 50%*
Disadvantaged students miss less school and feel more positive about school because their wellbeing is effectively supported	Increased attendance from those students identified as requiring additional SEMH support. Through tracking a sample cohort from each year group. Student voice data shows disadvantaged students feel confident to report wellbeing concerns and feel more supported in dealing with them as shown through the annual wellbeing survey.
Parental engagement is strong, and trust is built through a supportive, professional relationship	Stronger relationships between the school and parents leads to a reduction in unauthorised absence from 82.9% of all PP student absence. Summer 2024: 70% *(actual 67.49%)* Summer 2025: 50% Summer 2026: 30% No marked difference in attendance patterns at parents' evenings between PP and non-PP families; to be reported annually
All students have the correct equipment to be able to access the curriculum and complete exams	Reduction in Not Ready detentions issued for lack of equipment for DA students monitored through Arbor. Improved homework scores for DA students at data drops. Reported after each data drop. Baseline to be collected in 2023/4.
Provide greater access to cultural experiences for our disadvantage students	Proportion of disadvantaged students going onto school trips is representative of the cohort or better

Academic year/years that our current pupil premium strategy plan covers 2023- 6

	Percentage of disadvantaged student engaging with enrichment activities are close to or equal to non-PP students

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding 2024-2025 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 150 000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Recruiting excellent teachers who are subject experts. This includes partial	Quality first teaching is at the heart of improving outcomes for DA students according to the EEF data. It is 'the most important lever.' National Foundation for Education Research (NFER) 'The most effective way to support disadvantaged pupils' achievement is through seven building blocks to success, including whole-school ethos of attainment for all, high quality teaching, addressing behaviour' (DfE Supporting the attainment of disadvantaged pupils, 2015)	1,2

Academic year/years that our current pupil premium strategy plan covers 2023- 6

finding of the lead practitioners for Disadvantaged Students and Literacy (10% of salaries plus oncosts) and additional English and Maths teaching to create and deliver high quality teaching to KS3 nuture groups. (2 classes for each subject in Years 7, 8 and 9)	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833 https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151	
Raise awareness of DA students amongst all staff: *Interviews carried out with DA students used to raise profile of DA students and their needs amongst teaching staff through weekly profiles of DA students in The Oracle*	EEF Guidance November 21 "knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy."	1,2, 4

Academic year/years that our current pupil premium strategy plan covers 2023- 6

(weekly staff bulletin) (Including 3 hours per week of DHT time to support the writing of student profiles and dissemination of information about PP students to support high quality teaching)		
Ensure departments regularly consider any gaps between DA and non-DA students through inclusion on common agenda for line management meetings. Ensure the use of data to inform best teaching and support of DA students is prioritised across the school.		
Teaching and	Successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through	1,2,3

Learning that focuses on quality first teaching. The Nobel Teacher toolkit based on Rosenshine's principles. To support CPD in Responsive teaching, check for understanding and deliberate practice.	setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1702859171 https://assets.publishing.service.gov.uk/media/5a80bcd2ed915d74e6230292/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	
Ensure that all teachers are supported in the delivery of high-quality teaching across the curriculum through instructional coaching using StepLab	*Cilliers et al (2019) points to teachers who are coached maintaining improved teaching techniques and adding up to 2 months progress to their students, compared to those who have not been coached*	1,2,3

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

Budgeted cost: £47 000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Academic year/years that our current pupil premium strategy plan covers 2023- 6

Accelerated Reader	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions. "it is likely that a small number of students will require additional support—in the form of high quality, structured, targeted interventions - to make progress"	1,2
Nurture Group Teaching	Evidence indicated that small group tuition can add an additional four months to progress on average. (EEF July 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Reader Leaders	Targeted 1-1 reading support with a peer. Fixed peer tutoring is particularly effective when pupils are given training and high quality resources to support their sessions. To this end we are utilising the external training provided by Reader Leaders in how to teach catch-up phonics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1,2
Form Reads: Grammar and literacy based quizzes	Reading is closely linked to increasing understanding of our own identities and can also play a large part in relating to others, understanding their worldviews and so forth. This area of 'identity development' is complex and tends to be explored across different academic disciplines (education, psychology, sociology and the humanities). Another key theme that emerged was the use of recreational reading for distraction, relaxation, and knowledge development. (The Reading Agency - Literature Review: The impact of reading for pleasure and empowerment, June 2015)	1,2 ,5, 8
Transition literacy programme. (Scheme of Work, weekly literacy tasks across the summer)	For Nobelians, transition is key to establishing positive relationships with parents. Parental engagement has a positive impact on average of 4 months' additional progress (EEF) It is crucial to consider how to engage with all parents to avoid widening attainment gaps. The transition programme ensures every PP student receives a home visit to allow SLT to identify specific barriers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,7,8
Lexia vocabulary support	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2

Academic year/years that our current pupil premium strategy plan covers 2023- 6

3 to1 tuition and peer coaching for Disadvantaged students at risk of underperforming, including partial funding of TA to support with tuition.	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. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	2,3
Tracking PP Homework completion through new HW score in termly reports and new behaviour points system followed by attendance at HW intervention for identified PP students	Research from the EEF suggests that not only does homework have a positive impact (+5 months) but this impact is particularly beneficial for disadvantaged students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,4,6

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

Budgeted cost: £ 37, 925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting the purchase of uniform, kit and learning resources, including the introduction of a stationery shop	Successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning. They focus on providing targeted support for under-performing pupils during curriculum time, as well as providing learning support outside school hours. (DFe Supporting the attainment of disadvantaged pupils, 2015)	1,2,3,7
Texts for all students across KS3 and KS4 English and revision guides for all students.	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2, 7, 8

Academic year/years that our current pupil premium strategy plan covers 2023- 6

Small group-based work to tackle social and emotional learning issues impacting on attendance	Research from the EEF suggests the average impact of successful SEL interventions is an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,5
Development of Nobel Cultural Passport which is then tracked to ensure all PP students have access to all activities over 5 years at Nobel	Research from the EEF suggests the impact of targets Arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,8
Tracking the attendance of PP students at extracurricular clubs plus funding for resources to attend where required	Enrichment activities without a specific focus on learning can have an impact on attainment. These interventions are also beneficial for their own sake and can improve aspects of SEMH https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	3,5,8

Total budgeted cost: £ 234 925

Academic year/years that our current pupil premium strategy plan covers 2023- 6

Part B: Review of the previous academic year

Academic year/years that our current pupil premium strategy plan covers 2023- 6

Outcomes for disadvantaged pupils

Improved Progress 8

Average total progress 8 for Year 11 PP students in 2024 was -0.05 against a whole school Progress 8 measure of 0.4, leaving a gap of 0.45 between PP and non-PP students compared to 0.6 in 2023 and 0.72 in 2022. The national gap in 2024 is 0.57. Whilst our gap between PP and non-PP students is smaller than the national gap, it is still too large and work needs to continue in this area.

Increased percentage of Grade 5+ in Maths and English

An analysis of the percentage of PP students achieving a 5 or above in English from 2019-24 (excluding Teacher Assessed grades in 2020 and 2021), showed an improving trend but that this improvement is still within the context of a large gap between PP and non-PP students.

	9-5 English (%) (Non PP)	9-5 Maths (%) (Non PP)
2024	33.3 (63.5)	36.4 (62.5)
2023	46.2 (70.4)	41 (62.8)
2022	52.3 (75.9)	29.5 (59.5)
2019	43.6 (71.8)	27.3 (40.1)

An analysis of the 5 or above grades for Maths shows a marked improvement and a 3-year rising trend. The gap between PP and non-PP students in 2023 was 21.8%, compared with 30% in 2022. In 2024, however, the gap has widened again. This is why we are focusing on English and Maths revision with our PP students at their revision weekend in March.

Achieve and sustain improved attendance for disadvantaged students

Attendance analysis 2023/24

Year 7 DA 90.3% Non 94.6% diff -4.3%

Year 8 DA 82.2% Non 93.9% diff -11.7%

Year 9 DA 84.8% Non 91.4% diff -6.6%

Year 10 DA 89.0% Non 92.2% diff -3.2%

Year 11 DA 80.1% Non 88.0% diff -7.9%

All DA 86.3% Non 92.4% diff -6.1%

Academic year/years that our current pupil premium strategy plan covers 2023- 6

Despite an increased focus on attendance and closer work with the school attendance officer, the attendance improvement in 2023-4 fell short of the target of a reduction in the gap to 5%, ending the year at 6.1%.

Percentage of student absence that is unauthorised 2023-4

DA Students= 84.38%

Non DA Students = 59.71%

This has increased slightly on the previous year. Further work is being done at a whole school level to improve communication between home and school and this will need to include a strong focus on PP families.

Persistent Absence:

	% Persistent Absence PP	% Persistent Absence non-PP
2022-3	42.2	14.3
2023-4	42.19	16.37

There has been no movement in the PA percentage for PP students, but a slight increase in the percentage for non-PP students. The target for 2024 was to reduce this to 35% so this remains the target for 2025.

Increased PP attendance at extra-curricular activities

In 2023-4 44% of DA students were enrolled for at least one club. This is broadly in line with the whole cohort where 50% of all students are enrolled for at least one club.

The average homework grade of PP students at 3.5

In 2023/4 from the last report cycle the average homework scores for DA and non-DA were as follows

Year group	DA	Non-DA
7	2.92	3.21
8	2.85	3.10
9	2.80	3.08

This analysis shows that our DA students are not completing homework to the same level as their non-DA colleagues

Disadvantaged students make excellent progress across the broad and ambitious KS3 curriculum

2023 average end of year exam score

Academic year/years that our current pupil premium strategy plan covers 2023- 6

Year 9 = 59.81% v DA = 53.63% (-6.18%)

Year 8 = 55.47% v DA = 47.76% (-7.71%)

Year 7 = 58.60% v DA = 43.94% (-14.66%)

Last year the attainment gap is widest in year 7 and while it narrows in year 8 & 9, it is still a significant gap. Rasing attainment in year 7 and working with our DA students on study skills will begin to address this gap.

2024 average end of year exam score

Year 9 = 60.25% v DA = 53.19% (-7.16%)

Year 8 = 61.82% v DA = 45.70% (-16.12%)

Year 7 = 59.38% v DA 44.90% (-14.48)

The large gap apparent between PP and non-PP students in 2023's Year 7 cohort has increased further in Year 8. The large gap in Year 7 students attainment has continued as a trend with this year's Year 7 cohort. The gap between the attainment of PP and non-PP students has narrowed very slightly in Year 9 compared to the same students in Year 8.

A parent and child revision afternoon was held for Year 7 PP families, however, this was poorly attended. In 2025 the event will be repeated but with greater notice and preparation time and a bank of materials to take home.

Increased percentage of PP students taking the EBACC

Only one PP student achieved the EBACC in summer 2023, this represents 2.5% of the PP cohort

In 2024, one PP student achieved the EBACC again, with a strong pass.

In 2025, the percentage of PP students taking the EBACC will be 12%

This analysis shows that the focus in 2022-3 on increasing the number of students taking the full EBACC has had a significant impact on PP students, however, the proportion is still too small and this work will need to continue.

Reduction in the percentage of detentions DA students receive

In 2023-4 PP students received a total of 3067 detentions. This represents 36% of all detentions set despite PP students accounting for 14% of the school population and is a slight increase on the previous year. The opening of The Oak alternative provision unit on site in September 2024 should have a significant impact on the number of detentions issued.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Academic year/years that our current pupil premium strategy plan covers 2023- 6

Programme	Provider
Reader Leaders	https://thechildrensliteracycharity.org.uk/beyond-the-literacy-lab/
Expressive Writing	McGraw Hill

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils

Academic year/years that our current pupil premium strategy plan covers 2023- 6

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Academic year/years that our current pupil premium strategy plan covers 2023- 6