

Pupil Premium Strategy Statement

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This statement details our school's use of Pupil Premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Norton College
Number of pupils in school	795
Proportion (%) of Pupil Premium eligible pupils	20.03%
Academic year/years that our current Pupil Premium Strategy plan covers (3 year plans are recommended)	2021/22-2023-24
Date this statement was published	1 January 2022
Date on which it will be reviewed	1 January 2023
Statement authorised by	Des MacPhee
Pupil Premium lead	Caz Edwards
Trustee lead	Craig Shepherdson

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£184697
Recovery premium funding allocation this academic year	£23,490
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	£4,914,485

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across the curriculum.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our focus will also be on continuing to address the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

Key Principles:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Raise the progress and attainment of Pupil Premium students to narrow the gap with their non- Pupil Premium peers
- Ensure access to the curriculum of disadvantaged students by intervening to raise literacy skills
- Improve life choices and chances by raising aspirations and supporting next steps into education, training and employment.

Challenges

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

Challenge number	Detail of challenge
1. Significant number of students experiencing mental health issues	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
2. Attendance concerns	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils, but in-line with national trends.</p> <p>There is a higher percentage of disadvantaged pupils persistently absent from school compared to non-disadvantaged pupils during the same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3. Poor literacy skills	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to Year 7, all students complete the New Group Reading Test (NGRT). This is a standardised assessment that reliably measures reading skills against the national average. We use this testing to understand and monitor reading progress to support the identification and implementation of reading intervention programmes. In the 2021/22 academic year, the average reading age of disadvantaged students in Key Stage 3 is 10 years 9 months and the average reading age of non-disadvantaged students is 12 years 6 months. (Gap 1 year 9 months)</p> <p>On entry to Year 7, we also use CAT4 testing to support our baselining, underpin our assessment system and inform intervention approaches. CAT4 testing enables us to measure students' verbal and non-verbal skills. For students joining us in Year 7 in September 2021, the mean average score (verbal and non-verbal) was 98.94 for disadvantaged students and 98.15 for non-disadvantaged students. This is a new form of assessment in the school.</p>

4. Metacognition/Self-regulation	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across a range of curriculum subjects.
5. Lost learning or developmental issues due to Covid related	<p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations. For example, between the spring term of Year 10 and the autumn term of Year 11, analyses shows that the learning gap widened disproportionately for disadvantaged students in English Literature, English Language and Maths. These gaps are also pronounced in practical subjects where access to specialist equipment was not possible during periods of remote learning.</p> <p>Our analyses of assessment data for students in Year 7 and 8 (2021/2022) demonstrate that disadvantaged students made less progress than non-disadvantaged students in a range of subject areas. Our whole-school focus on improving provision and outcomes for disadvantaged pupils will enable us to support the achievement and progress of these students through high-quality classroom teaching coupled with specific, targeted intervention led by our team of Progress Leaders.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6. Number of disadvantaged student excluded	To reduce the number of disadvantaged students excluded from school in order to maximise learning and progress.

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
To improve Progress 8 outcomes among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	2023/24 KS4 Progress 8 Gap is removed 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve a positive Progress 8 score.

<p>To increase the number of disadvantaged students entered for Ebacc</p>	<p>By the end of our current plan in 2023/24, 75% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In 2021/22 this figure was 22.2%, with 7.4% achieving a strong pass.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To improved reading comprehension among disadvantaged pupils across KS3 and KS4.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Reading ages of disadvantaged students have improved significantly, broadly in line with expected reading ages.</p>
<p>To improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being in line with or below the National Average, • No attendance gap between disadvantaged pupils and their non-disadvantaged peers. • The percentage of all pupils who are persistently absent is below the National Average and there is no gap between the percentage of disadvantaged pupils and their non-disadvantaged peers.
<p>To support students to develop wider skills through participation in extra-curricular events and activities.</p>	<p>Analysis of participation data demonstrates that disadvantaged students are increasingly able to access and participate in extra-curricular events and activities.</p> <p>Sustained high engagement demonstrated by increased participation of disadvantaged students.</p>
<p>To ensure that all disadvantaged students engage in the National Tutoring Programme.</p>	<p>100% of disadvantaged students are offered the chance to participate and engage in the National Tutoring sessions, though from Year 7-Year 11 and the vast majority take up this opportunity.</p>

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: £107,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in English, Maths and science followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Resources to support independent work outside of lessons</p>	<p>Evidence support that Homework has high impact for low costs.</p> <p>Homework - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	4, 5,
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>We will also run the Thinking Reading programme to support the literacy development of those disadvantaged students with the lowest level of literacy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	3
<p>Disadvantaged First Programme</p>	<p>Ensuring that improving outcomes for all disadvantaged students is the focus for all staff, through individualised</p>	3, 5

<p>All teaching staff to implement identified best practice strategies from the 2020-21 disadvantaged M&E cycle to support the progress of targeted disadvantaged students across all teaching groups, through individualised support and Feedback.</p> <p>Shared Performance Management objective across all teaching staff to underpin the improvement in provision and outcomes for disadvantaged students.</p> <p>Co-ordinated half termly programmes of intervention led by Progress Leaders.</p> <p>Targeted whole-school M&E cycle calendared to review progress and impact across the college.</p>	<p>support in lesson and feedback, with a targeted mentoring programme. M&E are effective at measuring the impact to inform further CPD to ensure progress of the disadvantage students.</p> <p>Individualised support - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Feedback-https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>TALQ session plans identify specific strategies relating to sub-group and linked to M&E best practice.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour targeted interventions.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This will cover interventions aimed at reducing a variety of behaviours, from low-level disruption to bullying, and general anti-social activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6
One-to-one mentoring to support targeted for disadvantaged students who need additional support with SEMH/behaviour issues	Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-	1

	interventionseducationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Progress Leaders to support learning and progress of disadvantaged students across the college through mentoring .	The impact of mentoring varies but, on average, it is likely to have a positive impact on attainment if plans are put in place to retain the progress made. Mentoring - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 5, 6
Extra-Curricular A range of enrichment activities to develop wider soft and social skills. To provide transportation so that all students have access to the enrichment activities provided. To subsidise cost of running enrichment activities. (DoE, Trips and Visits).	Extra-Curricular provision plays a crucial role in supporting all students to develop soft skills. Soft skills are crucial in supporting students to develop socially and emotionally as well as prepare to compete with peers in a global careers marketplace. Recent research by the Social Mobility Commission outlines the significance of extra-curricular provision and many of these are outlined in its latest report, found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf The report is titled <i>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility</i>	1, 2, 4, 5,
Adopting a targeted Thinking Reading programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 5

tutoring will be disadvantaged, including those who are high attainers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	1, 2, 6
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	2, 6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 3, 4, 5, 6

<p>Careers interventions</p> <p>Careers adviser employed part-time to conduct careers interviews, implement support plans.</p> <p>1.1 support</p> <p>Careers fair – aspirational visits and presentations</p>	<p>Careers Career guidance can raise aspirations and help disadvantaged pupils make informed choices about career engagement and aspiration</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1023814/For_Publish_-_Pathway_to_success.docx_1_.pdf</p>	<p>1, 2, 6</p>
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Total budgeted cost: £ 184,697

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 2020 to 2021 academic year.

Despite being on track during the first year (2019/20), the KS4 outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised and remains an area for whole school improvement. However, outcomes for 2021 were determined by formal assessment, unlike in 2020, so there is a greater correlation between 2019 and 2021.

Although it has not been possible to make reliable comparisons across academic years because of the impact of CAGs (2020) and TAGs (2021), our internal assessments during 2020/21 indicated that the Progress 8 score for students eligible for Pupil Premium was -0.37 which is an increase of two thirds of a grade on average, compared to the last national data set from 2019. This is a positive sign and suggests a clear improvement on previous year's data. Additionally, since 2019 the gap between the progress of disadvantaged and non-disadvantaged students has reduced by approximately one third of a grade. If current predictions for 2021/2022 are fully realised then this gap would reduce further to under half of a grade, on average.

As a school we have developed and implemented a robust Pupil Premium Strategy that has adapted the planning, and teaching approach for disadvantaged pupils, together with targeted support and intervention, reducing the gap between PP and non-PP students.

	A8	P8
English	8	-0.41
Maths	7.41	-0.08
EBacc	10.2	-0.36
Other	10.97	-0.53
Overall	36.58	-0.37

Year 11 TAGs 2021 (PP)

	A8	P8
English	10.96	+0.19
Maths	10.79	+0.54
EBacc	15.12	+0.25
Other	16.66	+0.54
Overall	53.53	+0.38

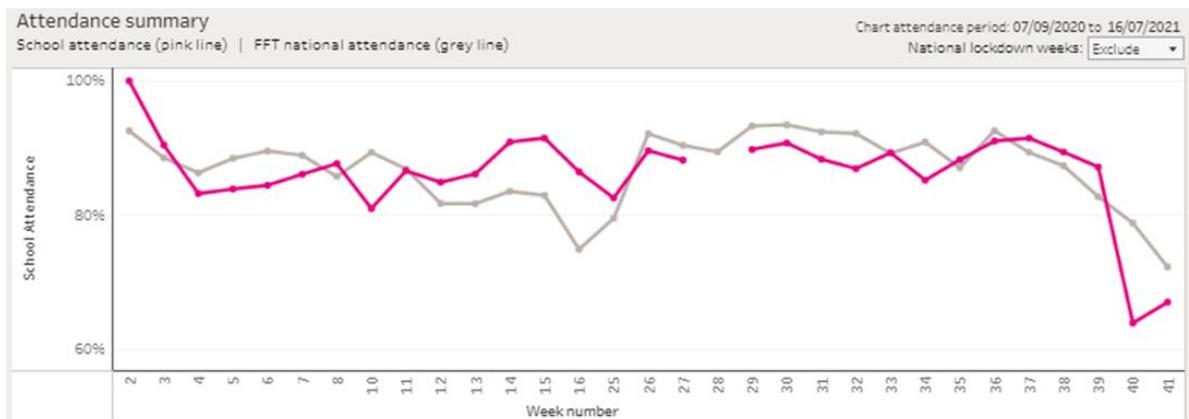
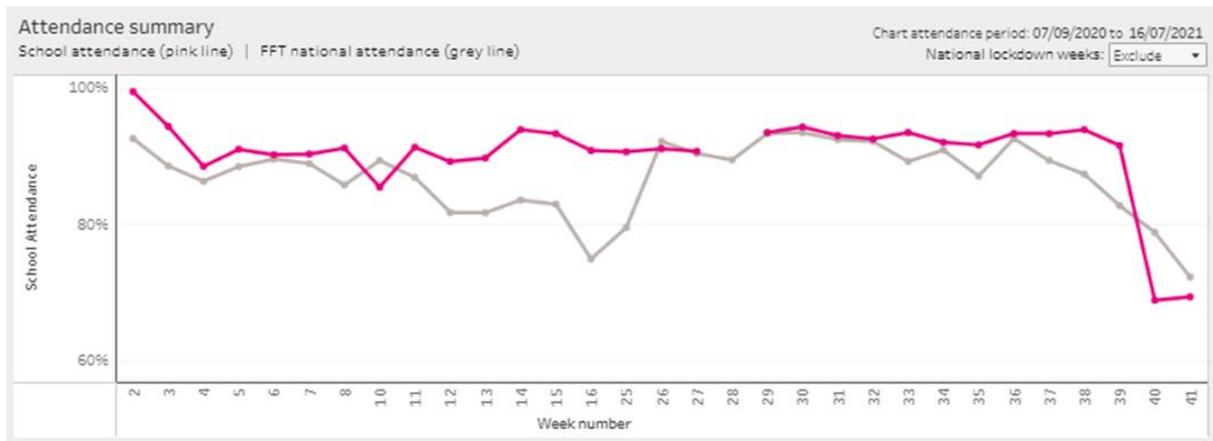
Year 11 Tags 2021 (non-PP)

In addition, it is important to consider the impact of the Strategy on the wider school including students in KS3. This data indicates that the Disadvantaged First Strategy is showing a very significant positive impact upon achievement of students at KS3 in particular. Our analyses of assessment data for students in Year 7 (2021/2022) indicate that the progress gap between disadvantaged and non-disadvantaged students is approximately one tenth of a grade. In Year 8, this gap is reduced by half to

0.05. This indicates the positive impact of our strategies to improve provision and outcomes for disadvantaged students. As a key part of our strategy we will continue to evaluate and review these as we move forward.

Alongside the Strategy, the school produced a Pupil Premium Impact Report and an outline plan for the Pupil Premium spending over the course of the year. During the summer term, a review of the strategy to establish where there are strengths within the school in relation to disadvantaged provision. The analysis of the review and its outcomes provided a foundation upon which the wider leadership team has identified, disseminated and embedded best practice.

Although overall attendance in 2020/21 was below the previous National Average 94.5% in 2019 (last national data set), it was higher than the national average, excluding the data from Y11. There was a legacy issue with the Y11 students and despite a drive to improve attendance through competition and other incentives, the attendance of Year 11 disadvantaged students was below expectations. Following key interventions in the summer term, attendance improved for both disadvantaged and non-disadvantaged students.



Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used Pupil

Premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

The complications caused by the Covid-19 pandemic have meant that the impact of attendance improvement strategies have not been clear-cut. Despite this uncertainty, the attendance data confirms that strategies to improve attendance have had a positive impact. This impact was particularly notable for the period 15th March to 28th May 2021 where attendance for Years 7, 9 and 10 was broadly in line with the pre-Covid national average. Attendance for students in Year 8 was higher than this historic national average. Previously, attendance management systems had not been well-developed and this legacy remained in relation to Year 11. This has adversely affected overall whole-school attendance which was 93.4%, though this was broadly in-line with National Average at 94.3%.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This was done through the employment of a qualified counsellor, targeted one-to-one support through pastoral staff, dedicated wellbeing assemblies and a range of digital resources which were shared and promoted with students and parents through the website. We are building on that approach in our new plan.

Further Information

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by Pupil Premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Development of teaching resources for Personal Development lessons, so that students have a clear understanding of the Mental Health issues and strategies to overcome these.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new Pupil Premium Strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

