

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	Norton College
Pupils in school	776
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£169,409
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	October 2019
Review date	October 2020
Statement authorised by	Des MacPhee
Pupil premium lead	Barry Evans
Governor lead	Karron Young

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.96
Ebacc entry	19%
Attainment 8	34.1
% Grade 5+ in English and maths	30%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 21
Attainment 8	Achieve national average for attainment for all pupils	Sept 21
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 21
Other	Improve attendance to national average	Sept 21
Ebacc entry	Better national average EBacc Entry for all pupils	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Retention and professional development of English and maths department
Priority 2	CPD on questioning and assessment and provide access to PARS seating plans to ensure disadvantaged students are properly supported
Barriers to learning these priorities address	Retaining key members of the English and maths department.
Projected spending	£78,466

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 for low attaining disadvantaged students
Priority 2	Staffing a learning support and pupil support unit to support PP students at risk of exclusion and those that struggle to get into school.
Priority 3	Make available support materials to support disadvantaged students (key texts, revision and study guides, educational trips and visits)
Barriers to learning these priorities address	Low levels of parental support influencing low literacy outcomes and behavioural and mental health issues affecting learning.
Projected spending	£57,246

Wider strategies for current academic year

Measure	Activity
Priority 1	To pay for an attendance support officer to support those students with attending school and at risk of being PAs.
Priority 2	Introducing PARS Insight to support parents of disadvantaged students to know their behaviour/recognition and attendance and to make it easier to make appointments online for parents' evenings.
Priority 3	Build disadvantaged students cultural capital and love of learning through trips and visits, career support, 1-1 mentoring, music tuition and work placements.
Barriers to learning these priorities address	Low levels of parental support with absence and the prohibitive cost of holidays in school holidays for many less well-off parents.
Projected spending	£33,669

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	70% of school training time handed over the curriculum areas to support their development of the curriculum and teaching.
Targeted support	Ensuring students who need support with behavioural issues and mental health support have effective access to support. Increase the attendance of disadvantaged students	Learning support staffed by a teacher and a mental health specialist and pupil support staffed by a trained ta to support students at risk of being PAs and/or exclusion. Learning Support to occupy specialist accommodation. Allow parents/cares to see attendance information in real time through an app on their phones and employ an assistant attendance officer.
Wider strategies	Engaging the families facing most challenges and offering experiences, support and mentoring to broaden communication avenues and cultural capital for disadvantaged students.	Contributing towards trips and visits and experiences for disadvantaged students. Push on signing up to PARS insight with support at parents' evenings and implement an online booking portal prioritising parents/carers of disadvantaged students.

Review: last year's aims and outcomes

Aim	Outcome
The gaps between the achievement of PP and non-PP to reduce even further.	Not achieved
PP students to achieve greater rates of attendance; Fewer PP who are persistently absent.	Partially achieved
PP students understand the opportunities available to them and aspire when making their choices.	Achieved (pending on NEETs figures published in January 2020).
PP students receive cultural and social opportunities which they may not have otherwise have been provided with.	Achieved

Plan for Disadvantaged students since September 2019.

- Use annotated seating plans that are updated regularly through PARS. **These are in place;**
- C2L students have been selected in years 7-11 with about 15 or so for years 7-10 and 40 in year 11. Over half are pupil premium. Each of their lessons are monitored to see whether students are working at the right level to make the progress they need.
- Encourage more discussion in lessons to ensure effective differentiation both before, during and after questioning them. **This was demonstrated in the English deep dive;**
- Question disadvantaged students first and last in lessons and try to get round them all each lesson;
- Probe for deeper understanding with follow up questions;
- Ensure students catch up on the work they miss;
- Try to encourage predicting of mistakes. **This was why we did the metacognition survey before the PPEs;**
- Allow students space to get it wrong and then follow up on those mistakes with whole class or individual feedback;
- Bid for resources such as revision guides for disadvantaged students. We have had 20 separate requests from staff for help with revision guides, trips, taxis to and from sessions and a set of 'An Inspector Calls'.