

Student premium strategy statement (Secondary)

School overview

Metric	Data
School name	Norton College
Students in school	804
Proportion of disadvantaged students	24%
Student premium allocation this academic year	£172900
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Des MacPhee
Student premium lead	Barry Evans
Governor lead	Craig Shepherdson

Disadvantaged student performance overview for last academic year

Progress 8	-0.11
Ebacc entry	34.2%
Attainment 8	42
% Grade 5+ in English and maths	46%

Strategy aims for disadvantaged students

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged students amongst similar schools	Sept 21
Attainment 8	Match or exceed national average for attainment for all non-student premium students	Sept 21
% Grade 5+ in English and maths	Match or exceed average English and maths 5+ scores for non-student premium students	Sept 21
Achievement Y7-10	Close the achievement gap between student premium students and non-student premium students across Year 7-10	Sept 21

Attendance	Improve attendance to national average non-student premium students	Sept 21
Ebacc entry	Increased proportion of disadvantaged students entered for EBACC	Sept 21

Teaching priorities for current academic year

Measure	Activity
<ul style="list-style-type: none"> • Sharing of data more effectively to inform quality first teaching in terms of high, middle, low prior attainers and SEND students who are also pupil premium. This is to be underpinned by raising teaching aspirations by setting enhanced targets/estimates equivalent to FFT rank 5 as an aspirational benchmark. • CPD and support to ensure assessment is precise and informs teaching and subsequent interventions to ensure pupil premium students are supported effectively to maximise their achievement. 	<ul style="list-style-type: none"> • Contribution to salary of senior leader with responsibility for Pupil Premium • Contribution to the salary of progress leaders to enable them to identify and share best practice and develop their own practice in closing the gap. • Cover for lessons to allow sharing of best practice aimed at closing the gap in particular at high prior attaining and SEND pupil premium students • CPD to ensure assessment is precise and informs subsequent interventions and support • Renew 4Matrix and staff training to enable best use by teaching staff • Discretionary fund to support teaching and learning which can be accessed through a bidding process by departments
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Retaining key teachers and staff and students being absent from lessons bearing in mind the current pandemic. • Ring fenced professional development time to implement strategies to support disadvantaged students to reach their targets more effectively needs to be a priority with these meetings being timetabled and sharply focussed on quality of education.
<p>Projected spending</p>	<ul style="list-style-type: none"> • £76,900

Targeted academic support for current academic year

Measure	Activity
<ul style="list-style-type: none"> • Literacy interventions across KS3 to support disadvantaged students to access the curriculum more effectively. • Prioritising the support that pupil premium receive both in terms of quality first teaching but also interventions and catch up. • Make available support materials to support disadvantaged students in terms of accessing additional support, careers advice and the wider curriculum. 	<ul style="list-style-type: none"> • SEMH support for disadvantaged students • Additional targeted support for reading in mentor time • Additional sporting activities led by fitness specialist to develop self-esteem and engagement • Additional resources to support learning including revision materials, software packages and access to routers and ICT to enable students to access remote learning • Educational packages including 'Nessy' licenses for dyslexic students, 'Boxall Profile', IDL literacy and numeracy bundle for students to support home schooling and work with support staff. • Thinking Reading strategy set up costs and training and to support language acquisition and reading • Extra-curricular clubs targeted at disadvantaged students extending curricular provision. • A careers advisor to support and guidance for careers and transition.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Low levels of parental support influencing low literacy outcomes and behavioural and mental health issues affecting learning. • CPD needs of the team designated to deliver Thinking Reading. • A lack of a device to access Microsoft Teams if they are self-isolating and also the lack of support at home to access remote learning and make the most of live streaming of lessons.
<p>Projected spending</p>	<p>£73,750</p>

Wider strategies for current academic year

Measure	Activity
<ul style="list-style-type: none"> To support the school attendance strategy through proactive communication to parents to promote good attendance, rewards and recognition for those disadvantaged learners. To promote parental engagement through the use of PARS Insight to share information. Build pupil premium students' cultural capital and love of learning through trips and visits, recognition for success, career support, 1-1 mentoring, music tuition and work placements. 	<ul style="list-style-type: none"> Support from attendance and engagement officer to support attendance for disadvantaged students Administrative support to monitor and track attendance Administrative support to monitor and track achievement and progress Administrative support for PARS and Insight to promote parental engagement with attendance, recognition and learning including the online booking of parents' evenings to ensure we prioritise disadvantaged students Technology support individual learners, including technology to support learning from home during the pandemic Texts, rewards and prizes to support good attendance and high quality achievement linked to ASPIRE values Late bus to ensure disadvantaged students are able to stay after school to partake in any extra-curricular activities including learning interventions
Barriers to learning these priorities address	<ul style="list-style-type: none"> Attendance low for some students and PAs too high for disadvantaged students at in KS4 in particular due to a range of reasons including the pandemic which need to be overcome. A cohort of parents/carers who find it hard to engage with Insight due to hardware or ICT literacy issues A lack of exposure to opportunities to build cultural capital and a lack of focus on aspirations and career pathways post Norton College.
Projected spending	£22,250

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> Ensuring enough time is given over to allow for staff professional development and ensuring that the quality of professional development is of such a quality to ensure we relentlessly raise the standard of quality of education. Ensuring the progress leaders have the time and support to identify and support 	<ul style="list-style-type: none"> 70% of school training time handed over the curriculum areas to support their development of the curriculum and teaching. The use of standing agenda items supported by a detailed and rigorous QA process linked to staff appraisal. All staff have appraisal targets linked to improvement of outcomes for groups of students including student premium.

	<p>disadvantaged students and support them to close the gap in terms of outcomes.</p>	<ul style="list-style-type: none"> Establish systems to share effective practice in improving outcomes for disadvantaged students and embed this across the school.
Targeted support	<ul style="list-style-type: none"> Ensuring students who need support with behavioural issues and mental health support have effective access to support. Ensuring no student is left behind in their studies Increase the attendance of disadvantaged students in all year groups leading to better engagement in learning and improved outcomes. 	<ul style="list-style-type: none"> Students carefully identified and staff trained to deliver Thinking Reading in a specialised area of the college during some lessons with ongoing evaluation of impact of the strategy in terms of literacy and reading development. Live streaming of lessons in line with government guidance to those students who are internally isolated in school or are self-isolating at home to ensure no students is left behind. Students also to be carefully identified for catch-up support or further interventions based on reliable assessment information and teacher feedback including informal feedback and electronic reports lesson by lesson to ensure a highly focussed programme based on the most up to date information. Develop parental engagement through allowing parents/carers to see attendance information in real time through an app on their phones and ensure that we provide capacity for the attendance officer to support parents in getting their child into school and through the pastoral and progress teams to incentivise students to attend regularly through rewards, recognition, assemblies and regular, systemic attendance conversations should any pupil premium students be absent from school.
Wider strategies	<ul style="list-style-type: none"> Engaging the families facing most challenges and offering experiences, support and mentoring to broaden communication avenues and cultural capital for disadvantaged students. 	<ul style="list-style-type: none"> Ensuring that pupil premium funding is used to purchase additional electronic devices to access learning from home and other items such as spare inform for pupil premium students who are wearing incorrect uniform or cannot afford correct uniform. Contributing towards trips and visits and experiences for disadvantaged students (40% of the cost would be subsidised once authorised). Make a fund available for staff to bid into for additional support for students to improve achievement and share the outcomes and best practice embedding this across the wider school. Regularly contacting home about latest developments in college to keep parents apprised of this and maintain the high level of communication we have developed over lockdown last academic year.

		<ul style="list-style-type: none"> Relentlessly promote the signing up to PARS insight with support at parents' evenings and implement an online booking portal prioritising parents/carers of disadvantaged students.
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Review: last year's aims and outcomes

Aim	Target	Achieved?
Progress 8**	Achieve top quartile for progress made by disadvantaged students amongst similar schools	TBC
Attainment 8**	Achieve national average for attainment for all students	Achieved compared to 2019 government data
% Grade 5+ in English and maths**	Achieve average English and maths 5+ scores for similar schools	Achieved compared to 2019 government data
Other	Improve attendance to national average	Not Achieved
Ebacc entry	Better national average Ebacc Entry for all students	Achieved compared to 2019 government data

*** based on centre assessed grades in 2020*

As outlined within the table above, the majority of strategies to improve provision and outcomes for disadvantaged students at Norton College in 2019-20 were successful. Inevitably, the Covid-19 pandemic impacted significantly upon the way in which these strategies were implemented.

Some improvement strategies were only partially implemented, most notably in relation to improving the attendance of disadvantaged students, and these will carry forward into the strategy for 2020-21.