



Pupil Premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 23 academic year) funding to help improve the attainment and outcomes of our disadvantaged pupils.

School overview

Detail	Data
School name	The Norwood School
Number of pupils in school	1094
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Richard Cole
Pupil Premium lead	Jeremy Cox
Governor lead	Russell Hunter

Funding overview

Detail	Data
Pupil premium funding allocation this year	£296,485
Recovery funding allocation this academic year	£48,600
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£345,085

Statement of intent

Our intent is to improve outcomes for all vulnerable students, including those who are not considered 'disadvantaged'. There is an emphasis on ensuring high quality teaching by teachers who are experts in their subject area. Our motto is 'Creating success together', which recognises the role all stakeholders play in the outcomes of our young people. We have high standards and expectations of all pupils, whilst being mindful of the individual needs and circumstances of each.

A behaviour and conduct approach that is built on positive recognition and reward; a strong and established pastoral team in each year group and robust monitoring systems will ensure that pupils are recognised for their positive achievements. Disadvantaged pupils will remain a high profile cohort with regular analysis of academic and attitudinal data. This will support all stakeholders in having a distinct focus on the attainment and wellbeing of our disadvantaged students.

The wellbeing of our pupils is a central priority for the school, given the impact and ongoing effects of the COVID-19 pandemic. We recognise that each pupil experienced their own individual challenges whilst schools were operating a blended learning model and we consider it prudent to undertake a personalised approach to supporting all our pupils, particularly those who are disadvantaged.

A rich and well resourced extra curricular programme will encourage all pupils to enjoy and potentially excel in activities beyond those in school curriculum. Such opportunities develop and promote pupil wellbeing and supports positive mental health and behaviours, which in turn aids positive academic outcomes.

Our curriculum is contextually, relevant, exciting and accessible for all. It is designed by our school for our students. Pupils experience engaging activities within the classroom and beyond. We encourage staff to take pupils away from the classroom and the school and experience all that London, as our capital city, has to offer. Our determination to actively promote and celebrate the diversity of our school community allows for plentiful opportunities for our pupils to experience aspects of each other's worlds. All of our students are different, and all are equal.

The key principles of The Norwood School's pupil premium strategy are as follows:

- Prioritise the delivery of Quality First teaching for our pupils;
- Continue to develop a support system that is responsive to the social, emotional and mental health needs of our pupils and families;;
- To improve the linguistic, oracy and reading skills of our pupils;
- To provide out of lesson experiences that improves the cultural capital of our students;
- To bridge any gaps in learning between disadvantaged and other pupils

Challenges

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

Number	Detail of challenge	Intended outcome	Success criteria/intended outcome
1	Recruitment, retention and continual development of high quality staff is challenging	The EEF, in their Pupil Premium Guide identify that a top priority for PP spending should be on “ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending”. There will be consistently applied high quality teaching and learning experiences evident across the school	<ul style="list-style-type: none"> ● A subject specific, highly trained teacher in front of every class ● Consistent application of school practice and shared pedagogical approaches ● Evidence of adherence to the school feedback policy ● Positive student feedback ● Clear, well considered curriculum plans at all key stages
2	Attendance and punctuality rates have fallen post pandemic	Attendance and punctuality figures of disadvantaged pupils will improve	<ul style="list-style-type: none"> ● Improvement in attendance figures ● Reduced gap in attendance for disadvantaged and non disadvantaged pupils ● Fewer PA pupils ● Improved punctuality to school ● Support for students categorised as EBSA
3	Wellbeing and mental health. Local support services and provision have been reduced.	Pupils experiencing mental health issues will be identified and supported in timely manner with	<ul style="list-style-type: none"> ● Increased counselling provision within school

	There are no EPs employed by the LA and CAMHS are not accepting new referrals	appropriate and expert support provided	<ul style="list-style-type: none"> • Increased ELSA provision within school • More students accessing support • Measurable impact on attendance and outcomes evident
4	Behaviour and conduct. Routines are well established following implementation of the new behaviour policy. This needs to be maintained.	Lessons are rarely impacted by off task behaviour. The school's motto of 'ready, respectful, safe' is evident in and out of lessons.	<ul style="list-style-type: none"> • Analysis of impact of new behaviour policy • Continue to increase focus on rewards and positive recognition • Reduction in behavioural incidents and suspensions
5	Consistency of intent, implementation and impact of the curriculum	Teaching and learning is of high quality across all subjects and faculties, resulting in improved outcomes for students	<ul style="list-style-type: none"> • High quality teaching and learning is evident (observations, learning walks, external quality assurance) • The curriculum is accessible to all • In school variation and residuals narrow
6	Learning gaps in literacy and numeracy more evident	Ensure rapid improvement in key skills of disadvantaged pupils	<ul style="list-style-type: none"> • Gap between disadvantaged and non disadvantaged in English and maths narrows at key stages 3 and 4

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD remains a priority by providing extra time within 1265 hours for faculty and horizontal development and collaboration.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf Within faculty CPD allows staff to develop own practice within the same setting as others. Cross faculty CPD allows for shared ideas to inform teaching and learning	1,4,5
National College subscriptions for all staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,3,5,6
Training provided on retrieval practice and Rosenshine principles by member of SLT with oversight of this area	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide	1,5,6

Continue to provide standalone oracy and literacy lessons for students in yr 7 and 8 in recognition of gaps in learning	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 The regular opportunity for staff to lead on whole school projects and initiatives encourages retention	6
Ensure recruitment and retention processes attract and retain high quality staff. Provide support network for new colleagues. Develop coaching model to support development of teaching across school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1
Provide opportunity for colleagues to enrol on NPQ training at middle and senior leadership level	National professional qualifications (NPQs) - GOV.UK (www.gov.uk)	1,5,6

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

Budgeted cost £70,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention programme (lunchtime, after school, weekends and holidays)	Pupils respond well to increased support and teaching from staff they know well and have formed strong relationships and trust with.	1,5,6
Develop reading and literacy based programmes and testing procedures to ensure identification of pupils from	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	5,6

starting points.		
NGRT testing to inform reading and literacy interventions	National professional qualifications (NPQs) - GOV.UK (www.gov.uk)	6
Purchase of ClassCharts to monitor all aspects of in and out of school learning and behaviour and increase parental communication and involvement.	Homework EEF (educationendowmentfoundation.org.uk)	4,5,6
Ensure curriculum plans and assessments are routinely and regularly analysed and developed to support need with clear evidence of skills being developed. Sequencing of learning and activities is well planned.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	1,4,5
Engage with the NTP for pupils whose education has been affected by the pandemic. This will be targeted intervention for individuals and small groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,4,5
Train and develop own staff to provide tutoring after school and as additional staff in lessons	Our pupils form strong relationships with their teachers. A school based approach will ensure reliability of implementation of programme	1,2,6

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

Budgeted cost £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop and analyse impact of new school behaviour policy which has high focus on positive recognition and reward	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	2,3,4,5
Increased number of support staff to support students to manage behaviour	The school has historically employed support staff who are well qualified and have impacts on student welfare. These staff are full time so become a constant in our pupils' lives	2,3,4,5
Increased access to school counsellor, ELSA	A school based counsellor has had a beneficial impact on the wellbeing of students. Strong relationships have been formed which has seen an increase in attendance and outcomes for some vulnerable pupils.	2,3,4,5
Increased extra curricular provision	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2,3,4,5,6
Train all pastoral staff to DSL level	The role of DSL is time consuming and burdensome. Often HOYs are the first port of call for a child in need of support.	3

Provide high quality careers advice to all pupils at year 8 and above	Good Career Guidance Education Gatsby	3
Introduce a contingency fund to support PP students in accessing residential trips and visits	Why poorer pupils need more than cultural capital Tes Magazine	3,4

Part B: Review of outcomes on the previous academic year 2021-22

The school successfully implemented many aspects of its Pupil Premium Strategy in ensuring disadvantaged students were supported in achieving high levels of academic achievement in 2022 GCSEs External school data shows that PP pupils made -0.2 progress. In English P8 was 0.1 for PP pupils. 96% of students stayed in education or training. Whole school attendance was above the national average, with the attendance of PP students being in line with national average.

On returning to school we continued with our plans to embed a new behaviour policy. Whilst the focus of this new approach was on maintaining a clear and consistent application of classroom rules and expectations there was a concerted move to recognise and reward the 95% of pupils who conduct themselves in a positive manner. This approach was implemented due to previous analysis that showed a disproportionate amount of negative and positive behavioural incidents recorded for disadvantaged pupils when compared to non disadvantaged pupils. With the introduction of Class Charts pupils were being recognised more regularly for their positive behaviour, particularly those who are disadvantaged and may not have been rewarded previously. This approach will continue in 2022-23.

The increased mental health support has proved beneficial. More of our disadvantaged pupils are able to access support within school due to more staff being trained and the increase in the number of days a trained counsellor is on site.

Enhanced support for and communication with the families of disadvantaged pupils allowed for increased access of online support and access to the curriculum. Therefore attendance did not show a significant decrease but it remains a focus of our current strategy. The relatively low number of disadvantaged pupils who found returning to school a real challenge is testament to the approach the school took with our approach to communication and teaching.

Previous work undertaken on the KS3 curriculum proved beneficial as teachers were able to continue to teach well sequenced lessons, whilst adapting their approach as needed. At KS4, attendance at online lessons was high.

Our pupil premium strategy will continue to have a heavy wellbeing and mental health provision attached to it in order to support pupils who are still impacted by the pandemic. As a school we recognise that recovery from the experiences our disadvantaged pupils and families faced is still very real and will be for a number of years yet. Alongside this we will continue to put quality first teaching at the core of our teaching and learning values.