

Pupil Premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 - 22 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	1089
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Richard Cole
Pupil Premium lead	Richard Cole
Governor lead	Russell Hunter

Funding overview

Detail	Data
Pupil premium funding allocation this year	£310,685
Recovery funding allocation this academic year	£68,000
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£378,685

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 all pupils are noticed 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 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 turns aids positive academic outcomes.

Our curriculum is relevant, exciting and accessible for all. 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 follow:

- To ensure routines, expectations and school systems are re-established as the school returns to a 'pre-Covid' approach;
- To offer learning opportunities outside of school hours, both before and after school to support pupils in re-engaging with learning;
- To provide a curriculum that engages and challenges pupils of all levels;
- To provide appropriate academic and therapeutic support for pupils;
- 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	Attendance and punctuality	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
2	Wellbeing and mental health	Pupils experiencing mental health issues will be identified and supported in timely manner	<ul style="list-style-type: none"> • Reduced incidents of pupils missing school due to mental health concerns • Increased number of pupils accessing support
3	Behaviour and conduct	The school actively promotes and implements a positive behaviour management approach which focuses on the 95% of pupils who regularly adhere to expectations	<ul style="list-style-type: none"> • Implementation of new behaviour policy • Increase in rewards and positive recognition • Reduction in behavioural incidents and exclusions
4	Consistency of intent, implementation and impact of the curriculum	Teaching and learning is of high quality across all subjects and faculties	<ul style="list-style-type: none"> • High quality teaching and learning is evident (observations, learning walks, external quality assurance) • The curriculum is accessible

			<ul style="list-style-type: none"> to all In school variation and residuals is narrower
5	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: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased opportunities for staff CPD. There will be increased time for colleagues to collaborate on curriculum intent, implementation and impact to ensure a more consistent classroom experience for pupils.	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	4,5
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	4,5

	e.pdf https://www.structural-learning.com/post/rosens-hines-principles-a-teachers-guide	
Improving literacy and numeracy in all subject and faculty areas in line with recommendations in guidance Programme will be led by coordinators in each area	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	4,5
Overstaff in core subjects and PE	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	4,5

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

Budgeted cost £78,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop reading and literacy based programmes to ensure identification of pupils from starting points.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	4,5
Ensure curriculum plans and assessments are routinely and	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidan	1,4,5

regularly analysed and developed to support need with clear evidence of skills being developed. Sequencing of learning and activities is well planned.	ce.pdf	
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	1,2,4,5

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

Budgeted cost £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devising and embedding new school behaviour policy with focus on positive recognition and reward	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour/	1,2,3,4
Increased number of support staff to support students 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	1,2,3,4

Increased access to school counsellor	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.	1,2,3,4
Increase 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	1,2,3,4,5

Part B: Review of outcomes on the previous academic year 2020-21

Pupil premium strategy 2020-21

The Norwood School received £335,296 in pupil premium funding for the 2020-21 academic year. This is in recognition that 35% in the cohort years 7-11 are eligible for the pupil premium.

Due to the impact of Covid-19 and the use of Teachers Assessed Grades (TAGs), achievement and outcome data will not be presented within this review.

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 2021-22.

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.